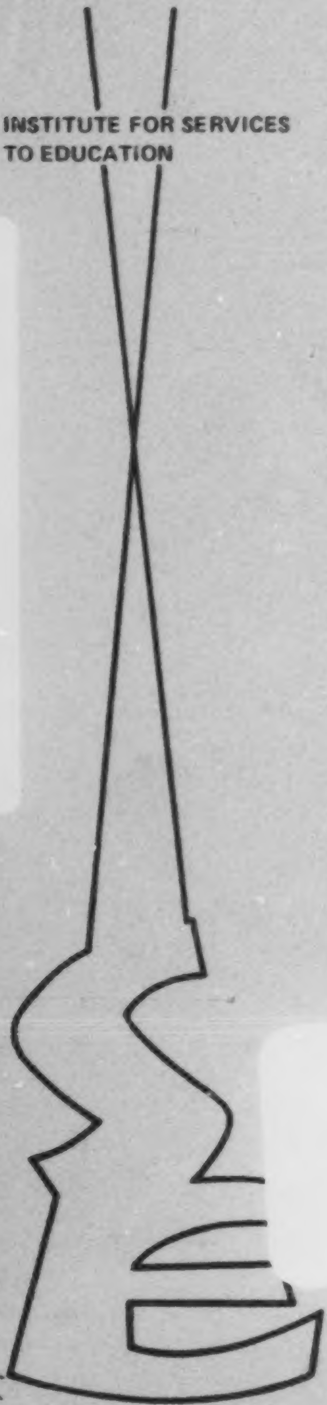
DOCUMENT RESUME

ED 092 039 HE 005 601

AUTHOR	Calbert, Roosevelt, Comp.; Nwagbaraocha, Joel O., Comp.
TITLE	Curriculum Change in Black Colleges VI: A Report on a Cooperative Academic Planning Curriculum Development Workshop.
INSTITUTION	Institute for Services to Education, Washington, D.C.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 74
NOTE	137p.
EDRS PRICE	MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS	Admission (School); *Curriculum Development; *Curriculum Planning; *Educational Planning; Educational Technology; Financial Support; *Higher Education; Management Information Systems; *Negro Colleges; Workshops
IDENTIFIERS	*TACTICS

ABSTRACT

This document reports on a Cooperative Academic Planning (CAP) curriculum development workshop, held in Atlanta, Georgia, December 3-5, 1973. Part I, plenary sessions on curriculum change and improvement, presents four reports: (1) academic programming for the black experience; (2) illuminating instruction with educational technology; (3) planning: a tool for reshaping institutional direction; and (4) opportunities in change. Part II, panel discussion on participatory academic planning, presents three discussions: (1) implications of admissions and financial aid policies to academic planning; (2) federal agency stimulation and curriculum development; and (3) management information systems and academic planning. (MJM)



INSTITUTE FOR SERVICES
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CURRICULUM CHANGE
IN BLACK COLLEGES VI

A Report on A Cooperative Academic Planning Curriculum Development Workshop

Prepared by

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Atlanta, Georgia
December 3-5, 1973

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The Institute for Services to Education (ISE) was incorporated as a non-profit organization in 1965 and subsequently received a basic grant from the Carnegie Corporation of New York. The organization is founded on the principle that education today requires a fresh examination of what is worth teaching and how to teach it. ISE is a catalyst for change. Under the grants from government agencies and private foundations, ISE undertakes a variety of educational tasks – working cooperatively with other educational institutions. It does not just produce educational materials or techniques that are innovative; it develops, in cooperation with teachers and administrators, procedures for effective installation of successful materials and techniques in the colleges.

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The Cooperative Academic Planning (CAP) Program, under the aegis of the Institute for Services to Education, is part of the Technical Assistance Consortium to Improve College Services (TACTICS) program which is funded under Title III of the Higher Education Act. This segment of the TACTICS program is charged with the responsibility to assist black colleges to improve their academic program planning.

"The Project reported herein was pursuant to a grant from the Office of Education, U.S. Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred."

ED 092039

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COOPERATIVE ACADEMIC PLANNING
INSTITUTE FOR SERVICES TO EDUCATION

2001 "S" Street, N.W. **Washington, D.C. 20009**

June, 1974

PREFACE

In recent years, tremendous demands are being placed upon public and private institutions of higher education to improve the quality of academic programs in instruction and research, and to increase the quality and quantity of services in assisting in the social, cultural, and economic improvements in the urban and rural community. As a result, there are pressing needs for more rational decision making in academic planning. The increased demand for college education (experience), accompanied with the supportive funds from federal and state sources, means that higher education no longer involves the training of an elite but has become a movement for the people. Many more people are now moving in and out of the college environment as opportunities become available. Consequently, colleges are being attended by large numbers of students having diverse and sometimes distracted interests not necessarily supportive of time-hallowed established goals. This necessitates the continuing analysis of curricular offerings, subjects taught, hours of credit—in short, the continuing analysis of the entire academic process.

At colleges and universities with a black heritage, the need to design and implement well conceived educational programs are extremely vital to their students' educational development because a good number probably arrive at these institutions unprepared for higher education. Achieving the kinds of curricular changes that are necessary will require new insights and a clearer understanding of curricular development on the part of the leadership at these institutions.

Consequently, the central purpose of the CAP workshops has been to provide selected students, faculty and administrators at colleges and universities with a black heritage an opportunity for intensive study and discussion of ways and means for improving the quality of instruction. For the past two years, the CAP office via its workshops has assisted over fifty (50) colleges and universities in beginning comprehensive revision of their curricula and in examining general education and major degree requirements and courses with the aim of tailoring programs to their students' interests, abilities, needs and opportunities.

Earlier publications of the CAP workshop proceedings are:

Curriculum Change in Black Colleges I — April 19-21, 1972, Atlanta Workshop — (1971-'72 Consortium)

Focus on Curriculum Change in Black Colleges II – June 13-23, 1972, Dallas Summer Workshop – (1971-'72 Consortium)
Curriculum Change in Black Colleges III – Part I – November 1-3, 1972, Atlanta Workshop; Part II – April 4-6, 1973, Atlanta Workshop – (1971-'72 Consortium)
Curriculum Change in Black Colleges IV – Part I – December 4-6, 1972, Atlanta Workshop; Part II – June 4-13, 1973, Dallas Summer Workshop – (1972-'73 Consortium)
Curriculum Change in Black Colleges V – November 15-17, 1973, Atlanta Workshop (1972-'73 Consortium)

This publication includes the proceedings of the December 3-5, 1973 orientation workshop for the 1973-'74 Consortium. This workshop was the first workshop in a series of four workshops on curriculum change for the 1973-'74 CAP consortium of twenty-five colleges and universities.

We wish to express our appreciation to the various speakers, and consultants for making it a valuable experience for the participants. We are particularly grateful to each author for providing thoughtful and stimulating materials which engendered intensive study and discussion.

Roosevelt Calbert
Joel O. Nwagbaraocha

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AND
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December 3-5, 1973

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PART I

PLENARY SESSIONS ON CURRICULUM CHANGE AND IMPROVEMENT

ACADEMIC PROGRAMMING FOR THE BLACK EXPERIENCE

Granville M. Sawyer

Abstract

Academic programming for the black experience carries with it the basic obligation of understanding the backgrounds of learning requirements of the black student. It demands, further, that these learning requirements be specified in relation to the contemporary conditions of higher education generally, lest the fault of neo-separatism be committed. Successful programming for the black experience will help to clarify and stabilize the American Experience under the impact of a highly impersonal techno-urban society.

Introduction

We must accept, as given, the basically conservative nature of academia. Likewise, it would seem prudent that we view the forces being exerted upon and within academia as being as objective in their etiology as any other social circumstance of human development. At the very outset, then, no tactic or strategy for higher education is likely to be effective if it is characterized by subjective responses to objectively created circumstances. We must be reminded that finally, everything we do must be specified in what we can do as persons working singly and in concert, and in that sense we are subjective. As long as we are aware of the presence and the dynamics of our personal responses to objectively created strictures in higher education, we will be able to deal better with the forces of the human condition which are not of our choosing.

This much accepted, we may conclude that we have entered into a more or less permanent state of disquiet, the result of pressures for greater and greater change within ourselves and within our institutions. And we are slowly effecting changes which run the gamut from an almost reflexive yield to such pressures, to well ordered re-alignments, resulting from cooperative actions of trustees, administrators, faculty, students, and other publics of our institutions. Primarily, it is the emerging nature of the changes in the relationships among publics of academia that occasion our address to several of the resultant issues at the present moment.

Obviously, we cannot concentrate on the nature of the changing relationships among the family entities of academia without carefully considering the dynamics of forces outside of our immediate concerns. For, in truth, we are called upon to change within more frequently because of pressures from without than from self-initiated actions. To be more precise in this regard, the category of institutions that we represent—black colleges and universities—is changing almost in direct proportion to the nature and the extent of shifting relationships beyond our campus boundaries, both in terms of the changing physical environments, and in the sphere of modulating institutional influences. All around us are forces that threaten our continued existence and our corporate impact in important decision-making processes.

In summary, the black campus is now more than ever before a microcosm of the larger community of which it is a part. Our plight is the plight of the overall black community in relation to a mercurial national attitude which is both perilous and promising. This dichotomous condition requires that the traditionally black college must (1) re-assert its position, (2) re-identify its constituency, and, (3) re-define its mission. Hence, the direction of this essay: toward academic programming for the black experience.

Some aspects of our changing relationships are to be examined here as a basis for a few suggestions for the role and scope of our institutions over the next decade or more. This analysis is attempted before the larger background of some special demands being made upon higher education generally; and subsequently, we shall look at such mandates as they are further compounded by racial overtones. Finally, we shall specify some conditions that must be compensated for in the educational programs of black colleges if they are to meet the inordinate and paradoxical demands imposed upon them.

What is Relevant for All of Higher Education?

Higher education generally faces a particularly difficult challenge today which is at once both alarmingly simple and disturbingly complex. Reduced to its barest dimensions, we, the leadership, are all called upon to make the educational experiences that we provide for our students more meaningful, more relevant. I do not refrain from using the term relevant despite its pejoration at the hands of dissenting members of the University community. It remains a perfectly legitimate concept, and is descriptive of a goal worthy of achievement.

If we would agree that relevance is a desirable objective for higher education, the immediate question arises, relevant to what? And the categorical answer is: Relevant to the problems and issues of contemporary society. Herein lies a basic conflict of twofold dimensions: First, the difference of opinion as to what indeed is relevant; and second, the extent that higher education can gear its program in new directions and remain reasonably true to its orthodox functions.

> In the preface to Learning and the Professors, by Milton and Shoben, the editors list four intractable realities which ". . . demand a reappraisal of instructional practices in our colleges and universities. One is the huge leap in enrollments. A second is the burgeoning of knowledge. A third is the new opportunities for faculty members to engage in significant research and advisory roles in our national life. Finally, there is the radical character of social change which makes the sheer transmission of the cultural heritage a necessary but no longer sufficient preparation for citizenship in a world of [today and] tomorrow."

These intractables are set forth here as the constituents of academic relevancy for all of higher education. However, let us concentrate upon social change as it has implications for academic programming in the black college.

By far, the overriding factor of social change is student discontent. Hardly a single meeting of educators takes place these days except some thought and discussion are given to this subject. Sooner or later, the question arises: What are the students doing on your campus? My answer frequently is: waiting for us to show that we understand their needs with some genuine sense of history, and to take imaginative steps to structure programs which assimilate their massive outpouring of psychic and physical energies into the overall human struggle.

It appears, at times, that we have consciously or unconsciously elected not to learn any more about teaching the new black student than our particular prejudices—personal and academic—will accommodate. Alas, for those who are so oriented, a moment of truth is almost surely to be a part of their future, for a new dimension of student dissent is building on our campuses that I believe will shake the foundations of our institutional existence as nothing else in our history. Five hundred thousand young people disillusioned by a long and greviously tiring war, disenchanted with endless frustrations of an empty American Dream, and disconcerted by a national government based on morality, justice and law but showing disregard for all three, are giving fair warnings to us all that they will not forever leave their futures in the hands of blighted authority.

Dissent from authority is a legitimate part of our phylogenetic inheritance which dictates that the offspring must surpass his forebears. Left to itself, this development in the process of man would take place without undue difficulty, as history well documents. However, in an elaborately structured society such as ours, the superimposition of highly complex and often arbitrary social, economic and political stratagems has grossly compounded the situation. Thus, the generation gap which in simpler times has been resolved without grave consequences, now must be understood and resolved amid a plexus of extraneous conditions; any single one of which is sufficient to lure us away from the central issue of the young trying to find meaning in an adult society of conflicting and paradoxical circumstances. For a fact, we have worked so hard at structuring sets of conditions for the maturation of the young that the results often equate to a deterrence. It appears to me that this effect has had so extremely grave an impact upon the personal life of the young that a basic reordering of his psychic life has been set in motion. If I am only partially correct at this point, in time, we will be grateful for our students' injecting a needed idealism into our existence which would halt a rather definite trend toward a world of conformity, corruption, and crisis. We are most certain to be uncomfortable for a time yet, however, before we can afford the luxury of such retrospection.

To this point we have set forth the proposition that all of higher education is challenged by an obligation to both orthodoxy and relevancy. The constituents of relevancy are larger enrollments, the knowlege explosion, faculty research, and radical social change. Further, we have suggested a new dimension of student dissent as the salient factor of social change, and have taken the position that as a factor of our phylogenetic inheritance, it has been compounded almost into insolubility by the overtones of rather arbitrary cultural artifacts. So far, the argument has been rather general, applying to higher education in any instance.

But what are the implications for higher education in the universities which have served traditionally the black student? If relevancy for the black student the same as for non-blacks? Does he present problems which justify a separate approach within the programs of universities generally? What about the black college—is there sufficient rationale for its continuance in view of the constituents of relevance as pointed out above?

The implications for the black college seem to me to be dramatically clear in the demands of the black student for a quality education that takes more directly into account the conditions of his person as well as his intellect. Relevancy for the black student is distinct from that for the non-black. The problems which are attendant to a social milieu that is so sensitively directed on the basis of racial distinction make the black college acutely needed now; and large enrollments make it especially promising for the future.

Socio-Political Forces Require Change
In the Functions of Black Colleges

Approximately 110 institutions make up what Dr. Stephen J. Wright cites as ". . . a 'system' of higher education established for Negroes." The mission of these institutions was and has been clear from the founding of the first one in 1865—that of providing higher education for Negroes, separate and apart from higher education for non-Negroes. The separatist movement in higher education for black Americans which is under such fire today was formally set in motion by the establishment of the first college for blacks more than one hundred years ago. It has taken these years, punctuated with periods of intense efforts to abolish this system, to bring us to the point where many seem to be saying in effect, "separatism was intended from the start, so let's fulfill the original mission."

As logical as that may appear to be in the thinking of such exponents of separatism, at least two mitigating circumstances must be taken into account. The country has developed over its history into a pluralistic society that has assimilated one minority group after another into its national life. (None has been black, however.) Second, recent efforts toward integration in many areas of life have resulted in a very definite and identifiable momentum involving blacks and whites on a liberal-conservative continuum, frequently without the racial polarity. Some of the leading exponents of separatism are white, and are motivated out of identification with the problems of black people entirely. They are not to be confused with the pseudo-separatists of the 1900's. Applied to our immediate concern, the existence of separate colleges for blacks over more than a century in the context of a larger system has succeeded in crystallizing an amalgam of forces on both sides that cannot be dismissed with slogans or threats of dissolution. The fact that the larger social and political conditions which gave rise to the establishment of black colleges remain as telling forces in the American community, indicates very strongly that the position of neo-separatists is not without foundation. Such conditions continue to impose other atypical learning requirements upon the black student which in turn require certain particulars in his learning environment.

In the last 100 years, there have been several opportunities when the system of black colleges and universities might have been abolished with relative ease, that is, before the attendant evils of the double standard became so deeply rooted in American life. We did not pick up the options as they presented themselves. Now, an entirely new set of needs has become manifest, and we are further away from the point when abolishing the black college is propitious than ever before.

I am reminded of the classicist Cornford, as quoted in Clark Kerr's, City of Intellect and in Aldrich's Campus 1980: "Nothing is ever done until everyone is convinced that it ought to be done, and has been convinced for so long that it is now time to do something else." This summarizes rather precisely the circumstances basic to the notion that the black college should be abolished. A new function was decided for the "system" of black colleges as the nation's leadership seriously became committed to move black Americans into the mainstream of the nation. I take the position that this cannot be accomplished except these colleges take on a special leadership responsibility thereto. We must accept this assignment, staggering though it may be. The alternative is too grave for my contemplation.

In an essay under the title, "Negro Colleges for the Great Society?" in 1966, I made the point that the primary mission of the black university should be that of innovating methodologies for closing the gap between the academic achievement of black students and white students at the same level. Further, I pointed out that success with such innovations could be transferred to programs of acceleration for average or gifted students. I wish now to develop these points further with some updated notions based upon what has and what has not happened over the last eight years.

Kenneth Clark, the noted black psychologist, wrote in the *Howard University* Magazine some years ago, that black colleges should have strong programs of "compensatory education." In my judgment, Clark's pronouncement symbolizes and summarizes the opinion of many thoughtful persons. As commonly conceived, compensatory education is equated with remedial instruction; but remedial instruction alone is an expensive one way street to minimal achievement in relation to the massiveness of the learning problems of black students.

If, however, we would re-define compensatory education to include not only the deficits in academic attainments, but also other aspects of cultural deprivation and of developmental problems as well, we may have a sound basis for continuing these institutions *as a class* to serve present needs, and to meet the future requirements of all the intractables which constitute institutional relevance. It now becomes necessary to specify some of the special conditions that must be met by a newly oriented and broader based program of compensatory education. What forces must be compensated for in the educational programs of black colleges for the immediate future?

First, *we must compensate more directly for an inordinately high attrition rate.* While the national rate hovers around fifty percent, the rate in black colleges goes as high as sixty-five percent or higher. I agree with University President Alfred B. Bonds that ". . . some day the electorate is going to raise unholy hell with our system of higher education," referring to the possibility that failure rates could reach "1 million a year by 1980," At our present rate, more than twenty-five percent of these dropouts could be black.

A black college president contends that we must not lose sight of the fact that any student is better for having attended college for only a year or even less, though he does drop out. This *may* be the case; but if it is, such benefits do not accrue because we program for them--they are incidental. We accept the student for a four-year program, and only to the degree to which he persists for four years, earning a degree, must we claim success.

As a matter of some conjecture, we may well be contributing to the nation's social problem by raising the hopes and expectations of so many students who are not historically disciplined to forego immediate rewards for greater gain in the years ahead. As a dropout in the middle of my freshman year in college, I recall all too vividly the endless frustrations that one semester of college caused me. Only because of strong family influences was I able to overcome the great personal problems triggered off by a sequence of unrelated academic experiences—the real value of which lay in some distant objective at some time far removed. Because of two such dropout experiences, I understand better than most, the college student who being unsuccessful in getting a decent job, cried in desparation, "I'm sick to death of being told that the job is filled. I'm now ready to join the crowd in the street, and begin throwing breaks." How many of such cases are unknown to us? How many dropouts from each other's institutions have challenged the tranquility of our own communities?

A study of 7,256 incidences of academic failures at a major black university in 1964 indicated that more than forty-eight percent were due to reasons categorized as motivational, and thirty-five percent due to "lack of intellectual ability." (The two are not to be completely differentiated). The direct implication here is that in their evaluations, instructors were treating motivation as a cause rather than an effect. In fact, our freshmen curricula in general are historically set up on this basis. They assume optimal intellectual development, standard academic achievement, and a uniform level of motivation.

But we know now that we have been in error: As a matter of truth, we begin with the freshman who presents initially a motivational configuration that is the effect of his cultural experiences. We must therefore program for him from effect to effect, rather than cause to effect. If we are to help more of them to succeed, we must present them with sets of curricular and curricular supports which compensate in significant measure for the prior conditions that resulted in his low motivation and/or low academic achievement. There is an extremely strong recommendation here to view the learning characteristics of the black student as a psycho-social Gestalt before a standard commitment to behavioristic instructional techniques and learning exposures.

Since we are talking here about the majority of its student enrollment, the black college may have to undergo some radical changes. It must become in its entirety a total, living, learning laboratory, organic to the larger community, seeking continually to discover better ways of administering successfully to the student who, as a natural learning organism, has had the normal processes of learning arrested in selected areas by externally induced conditions within his culture.

We may generalize further, that given a similar set of cultural determinants, any human being without regard for race would develop along the same lines. Thus, black colleges, as a group, could become leaders in discovering new parameters in instructional techniques and services for all of higher education. The larger more complex universities cannot commit themselves in this manner for obvious reasons, yet they have measurable degrees of the same problem. So many of them are finding out that for the black student enrolled there, their campus remains, emotionally and psychologically, an alien environment. In increasing numbers, officials in these universities are turning to us for advice as to what should be done about the resulting problems. The search for solutions to the very high attrition rate in the black colleges, and inquiries into the learning problems of their students are most certain to yield substantive dividends to the black colleges themselves and also to all of higher education.

Some Basic Changes in Approaches and Methodology are Needed

Second, the curricula in communication and counseling must compensate for verbal inability, personal adjustment, low academic achievement, unrealistic career choices, and massive informational content. It has become particularly difficult if not impossible to prepare a first rate chemist or biologist or teacher or any professional in four years, as is still much the tradition. Despite the doubling in available information in all fields over the last decade, we are yet using textbooks (which are really outmoded) in traditional classroom situations (which have become oppressive), attempting to prepare students in four years to meet competition in the academic area of his choice. The corollary to this objective is that for the most part, we are also still trying to equip students to communicate purposefully and meaningfully in interpersonal relations via conventional methods of English composition. We are not producing students who are desirably competent in their disciplines, nor in their attempts to relate themselves as individuals to social change in a realistic manner. This seems to be the rule in most colleges, but conditions are understandably more acute in the black university.

To improve the situation, a new approach must be made toward developing sufficient adequacy in communication to grasp more information through the impressive skills of reading and listening, and toward communicating personal and professional needs more effectively through the expressive skills of speaking and writing. We must raise our students' verbal performance in personal associations, and we must assist them toward greater facility in written communication to meet optimal citizenship responsibilities and the increasing demands of complex vocational endeavors. I strongly suggest further, and more strongly, that improved communication is basic to improvement in all other areas of our concern.

Serious alternatives to conventional programs in Freshman English would carry with them a requisite for a synthesizing curricular experience in courses such as literature, history and philosophy. As a matter of fact, at the junior-senior level, this is sorely needed now for undergraduate education. I would even prefer leaving to chance the generalizing of his movtivation for his major subject to the broader fields of study, than to settle for the restrictions of orthodox methods. As it stands, we seem to be achieving very little of what we aim for. The dynamics of student and faculty dissatisfactions suggest a strong case for this point of view: neither is hardly pleased or proud of the results of their interactions. The high incidence of academic failures and the low verbal performance of so many students make mandatory an intensive reconsideration of what we are about.

Concomitant with basic changes in our approaches and methods of teaching communication skills, we must bring to bear some innovations to our counseling programs for entering freshmen. Bearing in mind that the first year student brings cultural as well as academic deficits to our institutions, and bearing in mind also that approximately half of them will not return for the sophomore year, well structured programs in academic, personal and career counseling must be designed and carefully implemented.

Perhaps the order should be personal, academic and career counseling. This sequence would address itself first to the personal problems that might interfere with successful adjustment to the intensive-extensive nature of the beginning years of college, followed by a consideration of the special techniques of assimilating information of increased difficulty. Counseling exposures might conclude with a study of careers that realistically introduces the student to the demands of new occupations with which he has not yet identified, and to the requirements for traditional jobs about which he may have serious misconceptions. The prospect that nearly twenty-five percent of the million dropouts that Bond predicted for 1980 could well come from our schools carries a clear mandate for what we must do for such a contribution to the world of work.

Third, we must compensate for problems that result from the sustained recruitment of the better black high school graduates by major universities. More and more of these students are being successfully recruited by prestigious colleges. The net result is the loss to the black campus student body of a major operant in the learning experience—peer influence. It appears that the rejection syndrome that undergirds much of student apathy on some campuses is in measurable part a reaction to the fact that certain campus values are not familiar and thereby cannot be assimilated. The alternative to adaptation is rejection of such values, mainly because the personal attributes associated with these values are not represented in sufficient strength among the students to provide a realistic spectrum of value perspectives; the majority of persons with such positive attributes having been lured to other campuses. The noted Coleman Report points up that "Attributes of other students account for far more variation in the achievement of minority-group children than do any attributes of school facilities and slightly more than do attributes of staff." While this study concerned only public school children, the implications for college students are obvious.

The structure of the traditional scholarship program—based on need—militates against attracting students whose socio-economic background might have provided them the personal experiences which have been historically a part of the peer culture on some of our campuses. Even if the scholarship structure were revised, meager resources would not favor competition with the larger universities. The solution to this problem appears to be threefold: (1) more unrestricted scholarship funds to correct the imbalance, (2) more innovations in curricular and co-curricular campus experiences—including student exchange programs; and, (3) enriched off-campus experiences that make use of a variety of community resources and activities in creative programs of student development.

Fourth, there is the strong requirement for adult education—both in line with the concept of continuing education for our graduates, and as a direct response to the extremely high incidence of functional illiteracy among black adults. The Negro Yearbook for 1966 indicated that fifty-eight percent of black men and women over 14 years of age in America had eight grades of schooling or less. When this is evaluated in the light of the average quality of the elementary schools from which many of such persons must have graduated, their performance level might be much lower.

Educational programs of the black college must compensate for the obvious handicaps that black adults with such meager education must bear in a highly literate and competitive society. Both physical and human resources must be utilized fully to reach as many of these people as possible. Upper class students must be utilized for tutoring adults in the basic language skills, and in the understanding of everyday communications which are taken so much for granted. It is all but impossible to develop a true sense of community among people who are unable to assimilate minimal information from instruments of above-average difficulty. And a sense of community—of belonging to the neighborhood—is requisite to respect for the entities that comprise it. This leads rather naturally to the fifth item of consideration. We must compensate in our programs for the exceptionally strong urge toward a black identity.

The urge toward a black awareness is quite likely to be a manifest part of American life indefinitely. Like other such forces, it may be expected to remain so in times to come. Various estimates have been given the course of the black "movement", ten, twenty-five, fifty years. I am among those who look at the shorter periods. However, I cannot overlook the lessons of history: some oppressed minorities have struggled over much longer time spans—even thousands of years—without full redress of their grievances. Though this is historically the case, we must work toward solving the problem of assimilating the black American into a revitalized national life within our lifetime.

Accordingly, we are soliciting the understanding and support of the young adults of the black campus community to become a viable part of cooperative efforts to accomplish this goal within the framework of existing structures and the better ones that we must create together. Even though so many of them lack the sophistication that one normally associates with adult participation in community governance, we must still believe in them, having faith that once they are able to view life from the perspective of greater responsibility for the formulation of policies that govern the welfare of the community, they will respond with the maturation that such meaningful participation requires.

The new approach to compensatory education on our campuses must accommodate a greater variety of curricular and co-curricular experiences for the young black adult that compensates for a background in which significant learning has been arrested, and attempts at a personal identity thwarted. He must be given the opportunity to participate in making meaningful decisions, some of which we will be able to live with only with much difficulty. But we must remind ourselves that they will be no less difficult for him as well.

Our social, educational and political institutions are incomplete and incompletable. Perhaps this is what our young are saying to us. Not that they expect us to invoke miracles and move them forthwith to completion and perfection; but rather, they seem to expect that we will look at ourselves and our institutions as they are imperfect and incomplete, agreeing that they are so, and setting out to correct the wrongs and to strengthen the weaknesses. If we are able to accept the imperfection within our institutions and within ourselves, then the calculated risk of greater trust in young adults, their idealism notwithstanding, becomes a rather valuable entity in a compensatory education experience.

Black students must achieve a personal identity, and a group identity as well, before they can become a functioning part of a much greater whole. The black college must exercise greater degrees of freedom and initiative to program creatively for improving the self image of its students, as a demand that must be met before success with monumental amounts of information can be achieved, and participation in community life can be made more realistic.

Academic Programming Requires New Dimensions of Administration

The new relationships between universities and the publics of their clientele areas require a most imaginative and courageous administrative leadership. Issues emanating from these relationships must be faced forthrightly and constructively, predicated upon a basic honesty that submits to the closest scrutiny of those whom the institution serves, especially the student.

If higher education generally is conservative, in the black university, historically, it is restrictively so. More than once in my professional tenure, I have experienced a most grievous frustration as I watched relationships deteriorate from blind hope to thoughtless commitments, to unfulfilled promises, to community wide disorder. Thus, many of us, who were trained for leadership, were forced to yield to hasty decisions based on gross apprehension and misinformation. I feel yet that when the community is threatened I should not only be permitted to bring my talents to bear on the problem, but I should be expected to take some initiative on behalf of the community as one who has been trained at a public university, and as one who is paid from the public treasury.

I generalize this individual philosophy to what I deem as a reasonable expectation of the black college: a greater involvement in community life for the express purpose of preparing greater numbers of black Americans for participation in the processes of democracy. "Democracy is a political system for educated people", says Francis Pray. "Without a strong core of educated people it drifts toward the 'strong-man' concept of government—always dangerous in the long run." Conversely, with a strong core of people historically denied a quality education, the entire democratic process is threatened.

In order that the massive job of educating for productive citizenship be accomplished, a new type of cooperative action is needed at the national and local levels. In another essay earlier this year, I pointed out the critical need for our understanding of the contemporary "new politics." The present national administration notwithstanding, we are permanently changed in the nature of the political process of our communities. Political leadership has now more than ever, become a set of functions which is diverse and disparate. A political decision of any real consequence must be almost literally "plugged in" to "receptacles of functions" at all levels in the nation—oftentimes, in other nations as well. Thus, the college—a newly defined educational-political entity—must carry out its function of education for community life with consummate care.

The problem of community involvement for the black college is understandably even more complex than for other colleges. Therefore, I submit as a final recommendation an ongoing program of community identification. This can be achieved through the establishment of administrative structures and academic programs appropriate to the institutions' capabilities. Such programmatic arrangements should be interdisciplinary, bringing together students, faculty, administrators with varying specialties and interests to conduct continuous programs of research, demonstrations, instruction and services for the black community. Measures as these must be taken if we are to have members of the black community become a viable part of the educated core upon which the process of democracy depends.

Conclusion

I believe that the challenges to higher education in all of our institutions can be met. I believe that the special challenge of academic programming for the black experience can be negotiated best within those colleges and universities founded for blacks. I believe that the black experience is such a valuable and valid component of the American Experience that institutions which now serve blacks primarily should be assured continuity in the context of evolving arrangements for post secondary education.

I believe that programming for the black experience will lead this nation to discoveries in human relationships that will offset the dehumanizing side effects of technological developments. If the de-personalized spill-out of technology is not compensated for, our continued existence as human beings cannot be assured.

I believe finally, that all of the oppressive conditions of our lives can be made to yield to the limitless promise of our creative intelligence. Such conditions will not yield to "creative default" no matter how articulate the excuse, but by a future in our college that is ordered and orderly. Perhaps not always orderly in implementation, but always carefully ordered by the best information available to us as we plan to meet increasing strictures in the growing multitude of changing relationships and rising expectations of those whom we serve and love.

Discussion

Question: I would like to compliment you on your very scholarly presentation, all 21 pages of it. We have been trying to patch up the curricula in colleges for a long time and it is not working. Do you feel that we need a new model or a redesign for a college with limited financial resources and human resources, while having to fight the internal and external resistance?

Dr. Sawyer: I am not sure how to approach an answer. Having been on your campus several times as a consultant, I know a little something about the conditions that are basic to your inquiry.

I would reply categorically that for any institution the first job is to codify and systematize what you are doing and to some degree what you have been doing. That is the first thing. While serving on the committee of standards and reports for the Southern Association, I have been amazed at how little faculty and administrators really know about their own institutions; how little attention has been given to just outlining the strengths of the institutions. Every institution has a real strength, otherwise it would not exist. You are from a college, as I recall, that was among the first established west of the Mississippi. With a history like that, obviously you have a tremendous resource somewhere in there that has not been sufficiently codified. This is the problem with all of us. We have not been able to get off and see the situations reflecting what we are doing. We have conducted our institutions woefully at the point of not doing things with a sense of history and in a sense of wholeness and integrity that we can communicate. That seems to me would be the first thing. That is where we started with Texas Southern in December of 1968; and to the extent that we are able to identify our strength, what we have been doing really, and convince those people who are doing it that you are doing an excellent job. Then you begin to point your way in new directions.

I would be very fearful of anyone coming to the campus as a curriculum expert, suggesting that this is the new model. I would be extremely careful in that regard. There is nobody around who can consult you into the institutional posture that the institution can take. Consultants can help you, but it essentially comes down to the "nitty-gritty" of examining what you are doing, with the idea that this is a constructive exercise.

Question: To what extent does the philosophy of an institution relate to much of the conflict that you spoke about?

Dr. Sawyer: The purpose of philosophy, of course, is to provide the framework within which you are going to operate. I apologize for relating to Texas Southern again. We still have one theme: that Texas Southern exists for the students. Everything we do is evaluated; we increasingly evaluate it in terms of how it relates to the process of urbanization. So that over a period of, let us say, the next five years, a student who wants to be a serious scholar of urbanization, will come to Texas Southern. He will not go to the Colorado College of Mining. This is the philosophy, and we are asking everybody who is employed at the university to put down what, in effect, is to be the position of the university in the next five years.

It is not quite that easy and it can go on for a much longer period at Texas Southern. We are only 27 years old. You have a lot of problems that we do not have. But I do believe that a carefully documented, worked-out philosophy, involving the people of the campus, will help you to maintain and fulfill your obligation to those things which you have been committed to for years and years and also to accommodate some of the new models.

Question: Would you explain what you mean by "cultural deprivation"?

Dr. Sawyer: When I talk about cultural deprivation, I am talking about the range of things that the larger community has denied the black people. That is what I mean by cultural deprivation; I mean very simply the fact that the blacks have been dehumanized in this country, unlike any other place on the face of the earth. We have been so culturally deprived that we deserve some compensating measures; secondly, we who are the leaders, as it were, must understand and accept this.

I cannot help it if the parties, prior to my assuming leadership, are sensitive about it. I am going to call the shots the way I see them, for the very simple reason that the shots were not called the way they were at some previous times in our history. We courted disaster while undertaking this during the sixties, and we will be a long time getting over that. As an educator and a leader, I would refuse to be a party to recycling anything that has the prospect of doing that again. There are people in the community that get "uptight" when you talk about cultural deprivation. We all have the obligation to see that this nation remains a powerful nation and regains some of the prestige that it has lost because of its racial policy.

Question: Would you care to elaborate on the various strategies that you feel an institution should be aware of as it develops specificities in education?

Dr. Sawyer: That is a good question. It deserves another 22-page paper.

The first thing that comes to my mind is the nature of any strategy. It would seem to me that the components of institutional strategy should first have the quality of comprehensiveness. Secondly, it should have the quality of making the problem and the proposed solution visible. I think the third component is that it should provide a mechanism for continuity. I would think that a fourth component should have, where your question began, specificity. It should say precisely where it is you are going in your approach.

The kind of a thing that we are doing at Texas Southern involved asking the legislature to modify our admissions statement and designate us as a special purpose university and a special purpose institution of higher education for urban programs. That is specific. Specificity is one common element to all species that are no longer existing. If an animal or institution becomes highly specified, then it is on its way to extinction. You have to deal with that.

The serious job that we have is to re-define special purpose in terms of the institutional strength that we have identified as being unique to our institution. That is why this year we are hoping to bring on some study commissions, as set in motion by our board of governors, to make sure that we know what our strategy can do. It encompasses interaction between the various components of the institution.

I believe that the strengths and mechanisms already exist within our institutions and once you get into it and find that you need to change, then change. But do not change just for the sake of change.

Our prediction right now is that America is irreversibly directed to urbanization. We are looking now at 25 years from now. It will take 25 years, we think, for the process to manifest itself; that all suburbia will become desolate. There will not be anybody out there. They will have to come back to the city.

We have people spread out all over the world, as it were, looking at the phenomenon or urbanization, and we have found nothing to suggest otherwise. They are doing something in the urban centers that we are not doing. It is not just a black thing only.

Question: In having such a profound discussion and profound questions, I hate to ask you a simple one. How do you know what I am saying if you do not know how I feel?

Dr. Sawyer: I have the feeling that, since we are brothers, that I understand what you are saying because we feel the same way. We must take it upon ourselves to identify our common feelings and our common rhetoric with the larger feelings of the body politic. The black experience must be specified in relation to the American experience, and you have brought it down to where it really is. There is no such thing as immunity in blackness from the blight of other nations. There is no immunity. I cannot listen to insurance salesmen talking about buying insurance where the whole city might be destroyed, including the insurance company. So that is my response to the commonality of feelings, the commonality of our experiences—the ambivalence and the ambiguities that are characterized in the minority experience. We must do away with holding to what we have. We must trust in the human spirit. We must be caught up for the day when our white brothers and sisters will recognize us and say "We should have been together all the time."

Question: Dr. Sawyer, what is the impact of compensatory programs on the already low self esteem of black students?

Dr. Sawyer: I think it is a great tragedy that we have to apologize or have a student feel apologetic for the kind of deficit that makes it necessary for us to make some special accommodation for him. It is so wrong. I was trying to lift compensatory out of that context. Compensatory becomes a very dangerous process when it is submitted to mediocrity. When compensatory is subjected to such interpretation, it is extremely dangerous; but if I am forever keeping before the students, the faculty, the legislatory, and the board that, "We have a job of providing compensatory education experiences for people. We have been dehumanized." In the process, we have missed some skills. I mention a document that we presented to Mr. Nixon last week. This is one thing I took serious issue with and insisted that they take out anything that would contribute toward a further narrowing of the concept of compensatory to mean penalties for black people. That is not what we are talking about. We have a weekend college at Texas

Southern in which we have a bank vice-president in attendance. We are not talking about compensatory in the narrow sense. The weekend college is there because it compensates for what an executive vice-president missed in his college education. We were prepared to accommodate 500 new students. We got 2000 the second time around, and in all probability, the weekend college compensation program means so much for so many people that we have more students in the weekend college than we have in the regular session. It hurts me to see the faculty, administrators and students all caught up in the bag of being apologetic for doing something that is going to help the black students and other students overcome something that they missed along the way.

Question: Many of our governmental institutions have designed programs to rehabilitate the prisoner. Why should there be prisoners in the first place? So much money is spent on prisoners by the local, state, and national governments. Why isn't some of that money spent before he reaches that point?

Dr. Sawyer: I think the answer is very simple. We have not made the problem visible. We have not used the political power that we have. We have not used avenues to make this known. It is just that simple. We have been recipients and reactors to what happens in Washington for so long that we find it difficult to become anything less. Down at Texas Southern, we apprehended two fourteen-year old youngsters robbing a candy machine. We had a tough time trying to find the parents. We found them. No husband in either family; both women in domestic service; both had a job; neither could afford the cab fare to come to the university and see about their youngsters. So immediately after that, I called in the dean of the law school and said to him: "Dean, what can you and your colleagues do to help introduce a fourteen year old to law as a means of providing an opportunity for accomplishing things rather than let him be introduced for the first time in his life to law on the business end of a billy club?" We now have some things going in the law school that I hope will yield some real results. As these results come about, we will make them visible and do it in clear, persuasive, and understandable language to the point where we can compete for existing funds. Mr. Nixon gave us a lot of hope. He said to one of his officials there, "I want you to see that these colleges have some additional funds." And he did not mean for me to say this, but I am going to say it just like he did, "If it means taking some money from MIT, that is too bad," Those were his exact words.

What he was saying, in my opinion is that if you make a case and you are competitors, then you are going to get some money just like MIT. But for the most part, a majority of the stuff that we complain about that we do not get is the result of our not having a codified system to make developed studies visible. We wait until a crisis and then say, "I could have told you." You have got to tell them something before the crisis, and that is what we are after.

Question: My question is really about specifically what do you think about the AID program?

Dr. Sawyer: Have you got another two hours?

Comment: Yes.

Dr. Sawyer: I do not know where to start. But let me tell you what infuriated me. We went to visit Mr. Nixon and he made an additional 48 million dollars available. He wanted $100 million dollars. He said, "Okay. You fellows spend $48,000,000." As long as the appropriation remained at a low level, there were no problems. But as soon as there came the possibility of a school getting a grant of $3,000,000, our white brothers proceeded to just tear us apart and said "We are developing institutions too," and proved it. And no matter how hard we fought, we were always outnumbered and outmaneuvered. I think this is a real tragedy because people are playing God with the lives of our institutions and the lives of those we serve. We have to make the problem visible and get it before them and keep it before them. In terms of what we have given to this country, we deserve more.

We have a new era, and we educators must start it by carefully calculating where we are in relation to the new politics, and even then, we might not make it; but we will have the satisfaction of knowing that we tried.

ILLUMINATING INSTRUCTION WITH EDUCATIONAL TECHNOLOGY

Helen Matthews

PART I

The Mandate to Educate

To illuminate is to "shed light upon; clarify; to enlighten, as the mind."

To teach is to "impart knowledge by lessons; give instruction; give instruction in; communicate the knowledge of; to train by practice or exercise."

To educate is to "develop or train the mind, capabilities, or character of by instruction or study; give knowledge or skill to; teach; train for some special purpose."

To learn is to "acquire knowledge of or skill in by study; instruction, practice, etc; to find out; become aware of; to learn the "facts."

To become is indefinable for it is an infinite process which is accelerated, retarded, stagnated, or stimulated by environment and individual interaction with that environment.

The institution of education has promised to teach in a manner that stimulates learning. It is the agency which is supposed to facilitate both perpetuation and development of our civilization by equipping the citizens with at least minimal literacy skills and at the most with skills to be productive. To that end, the educational experience is supposed to create the inquiring mind which is manifested in a continuing thirst for knowledge and on-going quest for personal growth and self-development.

To achieve these objectives is to formulate basic assumptions, an umbrella mission, and sequential tasks or enabling activities. Built-in, of course, must be evaluation, specific checkpoints and target dates, and instruments or procedures for revision, reconception, regrouping, etc., so that the assumptions, mission, and activities remain valid. This means a modus vivendi to deal with relevance and change is established and modified as necessary.

Basic assumptions must be as clearly defined as are performance objectives and/or enabling activities. There should exist no margin for misinterpretation and for ambiguity. Neither should there be a justifiable plea of unawareness for a strong, consistent orientation program is a viable prerequisite to validation of assumptions.

The nature and content of the basic assumptions, strengthened by an inextricable commitment to their application as preconditions, are invaluable factors in delivery of the promises made by the educational institution. As generalizations, those basic assumptions should cover degrees of competence . . . in program and instructional development at the administrative and supervisory level; . . . in areas of subject specialization; at the instructional level. . . in application of learning theory to design of learning activities; . . . in taxonomic sequencing of learning activities; . . . in preparing learning experiences which stimulate more than one learning style, all at the instructional level.

Moreover, the basic assumptions should state unequivocably the acceptable scholarly level at which literacy skills are employed both in speech and writing. Equally important is an assumption that the education has, and can demonstrate the function of, an inquiring mind through the vehicle of a sound program of self-development.

When spelled-out in terms of exact specifications, these assumptions challenge the institutions where professionals are prepared, to yield a product which can demonstrate desirable abilities as instructors and self-propelling procedures to continue professional development. They challenge the hiring institution to begin where the preparing institution terminates so that the education of the graduate continues in a more practical setting. It is suggested then that a fifth year, so to speak, is instituted in the following manner:

> The hiring institution should present a contract to the new employee which has a "rider" for a maximum of one-year of preservice training. It would be analogous to a contract signed by a baseball or football player who initially is a member of the farm team where he is taught, is given a chance to perform, is closely observed, and receives critical appraisal with intent to hone an expert.

How to formalize and operationalize the assumptions

This pre-service period should begin with a pre-test to determine the employee's level of competence in each area listed in the basic assumptions.

Test results would be translated into a prescriptive program focusing upon areas of weakness but including experience in areas of strength so that the chance of slippage is reduced.

The conspicuous agenda here is a vibrant and serious in-service program (lecturing reduced to a bare minimum) developed and implemented in a mode of activity and productivity by the hiring institution. The nub of such a program is the in-house human resource responsible for its management, supported by adequate trainers, resources and facility to demonstrate through performance those competencies to be emulated; to perfect through close scrutiny of trainees-in-action, through a positive approach to criticism and correction, and through applications of reinforcement measures as necessary.

Finally a post-test is given, preferably in a performance mode where each basic assumption must be demonstrated in well-planned, real-life situations with 100% accuracy as determined by the criteria stated in the assumption.

A short-term assignment, such as summer school courses or intercession courses may be a convenient way to phase the terminated trainee into the instructional program.

Indeed this is innovative, inventive, and industrious. But it is time for the institution to take matters into its own hands and stop looking outward for decisions and direction.

The Compelling Thrust

The umbrella mission is the compelling declaration of commitment to a direction which is achieved through the breakdown of tasks, activities, and target dates. The mission must be stated in clear, parsimonious terms which are completely devoid of sweeping, pie-in-the-sky implications. Instead they must express achieveable goals of significance to the institution and its client system. This mission should be common knowledge to all so that it is understood, and possibly received with wide support.

Once such a mission is adopted and implementation measures installed, the procedures for evaluation, revision, etc. must be employed religiously. One cannot simply scrap an endeavor which is less than perfect in its first attempt. What a poor behavior to exhibit at so high a level! If we learn by doing; if we are supposed to "try and try again" when success is not won at first; if we believe in the guiding axioms that encourage keeping a stiff upper lip, and never saying die, then it must be manifest in the courage to assess our efforts, articulate the shortcomings, and the patience to rectify them. Only the viability of the mission must remain constant. Change to retain viability should be reflected in alteration of tasks and enabling activities.

When steps have been taken to build a truly professional staff, the institution will deliver the elements of its promise. Teaching will be stimulating. Learning will be predictable, observable, and measureable. An educated populace is much more likely to result and the successful learner, hence productive citizen, is equipped with the tools of inquiry and the competencies for self-development.

Illuminate instruction in an effort to teach all learners

In every reference to teaching and learning, there is the realization that no single package will suffice. Each instructor/learner encounter is unique by virtue of the mix of perceptions, fears, needs, and limitations involved. Ideally, individualization of instruction is the process which provides the T L C each learner needs. Realistically, however, individualization is the exception, not the rule and rare is the instructor who has the intricate understanding of prescribed instruction, and all the vagaries therein. Yet the mandate to teach them all, compounded by new approaches such as open enrollment, two-year career programs yielding an associate degree, time-shortened undergraduate programs, external degree graduate studies, etc. taxes even the best prepared among us and almost defies fulfillment. Learner characteristics are more varied than ever before presenting a challenge to the institution and instructor at a new depth and breadth.

Technology is the systematic design of instructional goals, organization of information, and use of media to create relevant and effective learning activities. Application of technology as defined above will provide illumination of instruction to accomodate a spectrum of learning styles. It is the latter which presents an array of constraints, attention, and requirements if success is to be achieved in the process of education. While the instructor is the key medium, this person must be viewed as the designer of the learning experience, and the facilitator in the learning environment. This means the instructor provides the fundamentals of objectives and resources as information carriers. But more than that, design of learning activities, which provide alternative channels to information, fall in the purview of the facilitator who lives up to the title by dint of these preparations. Surely the role of technology is easy to see at this point. It is the vehicle to provide concurrent learning experiences which serve the needs of several kinds of learners, while placing a greater portion of the responsibility for learning on the students' shoulders. An important peripheral pay-off is experience in self-directed learning.

When applied to information carriers, the term technology connotes a variety of print and non-print media with many descriptors. There are the elements of visual, sound, and tactile stimuli all of which may be present in one medium. Then there is the content or treatment of a concept which runs the gamut from survey level or general to single concept or specific. It is this diversity which makes technology an illuminating device. When used as a delivery system because it is the best available avenue, it frees the instructor to concentrate on individualization, on planning new learning sequences, on planning additional learning alternatives, and on providing human interaction as needed.

The institution's librarian and/or media specialist are in-house sources which should be tapped to unearth existing media for instructional illumination, and to plan the production of resources especially designed to meet instructor specifications.

PART 2

Editor's Note:

The focal activity of this seminar consisted of a three-screened media production which dramatized Educational Technology as an effective teaching-learning innovation. The presenter followed this demonstration with a participatory discussion technique that centered on a wide range of issues that relate to the evolvement of a systematic process for enhancing the transference of knowledge.

Prologue

Dr. Matthews: Good evening, ladies and gentlemen. I am Helen Matthews. As you know, I am your program presenter. I would like to involve you in events that will make the next couple of hours a learning experience that is both productive and enjoyable. I hope that you are ready to be active because we need you. We need your brain; we need your intelligence; we need your hands; we need your willingness to assist in order to complete this two hours in the best possible technological fashion.

The topic for discussion is: "Illuminating Learning with Educational Technology." The term illuminating is a determiner of the activities in which we will engage. Whenever we use educational technology to the fullest, we can illuminate what you cannot describe, disclose, or disseminate in any other way.

Prepare to put yourself into this first challenge and you will see what we mean by educational technology as it can be orchestrated.

[Multi-Media Production is Presented]

Discussion

Dr. Matthews: Did that pull you right into the medium? It should have. You should have felt surrounded by the technology which illuminated this experience. Please let me present the technologists who created the message and delivery system: Mr. Victor Lisnyczyj and Mr. James Achtzehn.

I see a lot of old and new friends in the audience, so I am going to vary the experience accordingly. We cannot let such a moment pass without saying something about the effect of the mediated presentation and how we could adapt this format to alter the existing environment in which we work. Would you quickly interact with the brief questionnaire you have now? Put down the first thoughts that come to your mind when you read each of the three questions. Do this with alacrity so we can talk about it. Write down the words that come to mind with the initial impact of the mediated message, and then the terms in your thoughts as you progressed and felt more comfortable with it. Relate your feelings as you moved along and became engrossed with what you observed. It is illuminating to share these reactions.

[Pause here for response to questionnaire]

Let us share your thoughts at this point. What message did you get from this experience?

Comment: I got the freedom of educational objectives and the aspect of controlling them.

Dr. Matthews: Fine. The term "freedom" is particularly germane to the application of technology in education. Anyone else?

Comment: Yes. That was overlearning, which is very important in terms of the experimental and psychological point of view. In other words, the man kept saying, "Cognition. Cognition. Cognition. Cognition. Cognition. Cognition." This gives the learner a chance to really get involved. Suppose I would ask a person, "What is 12 times 12?" If he says, "144", he has overlearned the response. Maybe in curriculum development we need to employ this process where information can be used to assure success.

Dr. Matthews: In the proper instructional design, overlearning becomes a part of the enabling activities. My next question is how did the audio-visual method of delivering the message affect your experience?

Comment: My experience in using the audio-visual methods, following this method, can illuminate desired teaching and learning processes.

Dr. Matthews: Perhaps because this technique of message delivery picks up more than one sense. We have overworked the print method.

Comment: I essentially have what you said. The presentation was greatly enhanced by combining two kinds of sensory perception instead of only one. Your attention is almost forcibly held to what is going on.

Dr. Matthews: Agreed! You have to pay attention for the mediation keeps you concentrating.

Comment: What impressed me is that it seemed like it would take a lot of time, talent, and money to put something like this together.

Dr. Matthews: Yes, it would take a great deal of all of those–time, talent and money. But what is the most important element in this presentation?

Comment: I would think that preparation is the most important element. You see things in a three-fold dimension. You look at each of the three screens alternatingly. It keeps you eyes busy. You do not get focused on only one thing.

Dr. Matthews: So you think the action prevented monotony? What then, would you say was the most important element?

Comment: I think it would be its effect upon the student. If anything, it makes learning easier and that is what we are seeking.

Dr. Matthews: So, you think that the most important thing is its ability to sensitize students?

Comment: I think it is where technology might be employed to bring about a variety of learning experiences in order to create interest and cause learning.

Dr. Matthews: That is exactly what we are trying to do.

Comment: We are presently conditioned to look and listen. This sort of thing certainly forces a person to take advantage of this condition of learning.

Dr. Matthews: He can capitalize on the learning style which is most comfortable for him.

Comment: Vicarious experiences by this method enhance learning by influencing learners to become involved and to internalize the message more completely.

Dr. Matthews: Learners should, as you did, get pulled into the medium and become a part of it.

Comment: I think it is a wonderful technique for teaching the art of making generalizations.

Dr. Matthews: Yes, if we start with generalizations that are valid and relevant, we can lead on to specifics and abstractions. All of this depends upon that initial significant stimulus.

Comment: It gave us all a kind of common background, you might say, from which we can verbalize perceptions of media and its application to learning.

Dr. Matthews: I am a poor act to follow this. I should have let that episode follow mine.

Comment: It also seems to me that the presentation accomplished the synchronization of our thinking and activated processes which can bring about better understanding and a greater comprehension of what educational technology is.

Dr. Matthews: You are right on the point where I had hoped we would be. The idea here is to point out to you that the message is the most important element in this kind of presentation, not the hardware. Hardware is simply a delivery system. Without it, we could not have received the message in its totality. So the most important element was the message, you see. However, we needed the technologists first. They had to have the idea. They had to have the creativity to orchestrate it in a unique format, and know what delivery system to use for best effect. First, the idea is translated into a systematic informational process. Secondly, the resources of software and hardware are synchornized. Then comes field testing, revision, and more testing. All of this was done so that an indepth message can be delivered. That is the most important element.

Now, whether you use print, nonprint or the voice, as long as the message is right for the receiver, that is the most important achievement in the end. If we are going to illuminate learning, we have to concentrate on a message. What we have to do is give ourselves the freedom to use any kind of resource that does this best.

We are in the habit of selecting a textbook in order to get the message to the students. Very often when we select a textbook, we select it with ourselves in mind. "I am the expert in my field. I am best qualified to select a text becasue I can judge whether it is adequate or not. I look at its table of contents to see if it is going to touch upon the areas I would like covered. I look at the bibliography to see if there are supplementary readings there. I look at the illustrations to see will there be visuals I would like these students to see".

Each time, a textbook selection is done from the point of view of the person who "already knows". Currently, we are involved in open enrollment. That means we are to accept and teach whoever comes. Will the learner be able to read the textbook you have selected? Is it, after all, an adequate selection for that person for whom this institution exists? Is it fair to select that textbook with yourself in mind? That is what we do in the real world. Maybe the learner is a nonreader, but he has enrolled and we promised to teach him if he attended this school.

We say we will give him the opportunity to learn, which means that in spite of his learning disabilities, there is an obligation to teach him course content. How can you illuminate learning for this person? How will you illuminate learning in areas where mathematical competence is necessary, and it does not exist? Suppose he is concurrently taking remedial courses in reading and the course you teach? What will you do to guarantee that you will not castigate him for something he has always been punished for? Since kindergarten, he has been punished because he could not read or compute well. You have no right to continue this at the level where he is bent on preparing himself for a career. You must help him prepare for a career. You have a mandate to illuminate learning in whatever way possible.

When I was invited to speak to you who represent the new schools in the CAP program, it was suggested that I repeat the program I did last year for new CAP schools. I thought I would first discuss educational technology so that we would have a common understanding of the term every time it is spoken. I want to give you the understanding that technology does not connote a gaggle of gadgets or mechanical toys with which we play because we have nothing better to do.

Educational technology is a systematic process of defining instructional goals, organizing information and using media in many formats to create effective learning activities.

I would like to isolate the term technology now and equate that with applied science. Applied science is usually the expert use and application of accumulated knowledge. What would we way about educational technology? Educational technology is a systematic process which, when properly applied, will attain or facilitate attainment of specific ends.

The pathology, of course, is brought about by the orchestration of these three elements I mentioned before: man first, because he has to create; then the media, because man can express his ideas through any format and any medium; and finally, the machine, because it is the delivery system. Hereafter, I would like you to view those machines as that and only that—delivery systems.

I will commit a little blasphemy here, and you have to promise not to throw anything at me. There are times when the technology can substitute for the human. Technology can substitute for the human as a very well-planned, systematically designed medium. I am not saying to you that you can be superseded by a machine because if a machine really could supersede you, then it, by all means, should. I do not believe that can occur in education where you have a good instructor because as I said before, we need you to create the medium. You are necessary to determine the need for the delivery system. But what I am saying is if you are going to use this system most efficiently and most effectively, then you will know when to substitute for yourself with another medium.

You will know what isolated instances that would be. You may have to provide repetition to facilitate learning. You need not do that once you have delivered the message. Simply record the message or visualize the message, and it is captured to provide the necessary repetition. Media are even more efficient in repetition than the human because very often we will contaminate that message by altering it, including confusing elements, and maybe omitting a portion. A recording and/or visual will contain its originally designed form. That is what we need. When you have a student who missed a particular session, he can catch up by using the media and be ready for the next session.

Those are the moments when you substitute by using the technology and this is using it efficiently and effectively. Let me give you a "for instance" so that I can overwork this point. You would not ask your secretary to hand write a letter. I have had some catastrophes with hardware, and I have had people say, "That is the reason why I do not use that stuff. It is not dependable". Let us go back to the situation with the secretary. You would not ask her to hand write a letter. You will see to it that she has the proper typewriter. She and the typewriter form a carefully designed unit. They are the technology. If something happens to that typewriter, she does something else. She does the filing and she does the telephone calling, or otherwise occupies herself until that machine is again operative. You might even ask for a "loaner" and let her use that until yours is repaired. Secretarial equipment will break down. You would not say, "I will not hire a secretary because she may become ill. She may have an accident or she may die." By the same token, you must be prepared to deal with the strengths and the weaknesses of the technology.

Let us look at the substitution element. You did not buy a typewriter because one of these days you may have to have something to type. You do not hire a secretary because you are setting up an office and eventually you will communicate through her. The need arises first. You have a need, a real need, for a secretary; a real need for her to do something. You then hire her, you buy the machine and she goes to work. There are times when you substitute for the secretary. You have a machine which will allow her to cut a tape in an instance where you want to communicate with someome and have each copy look as if it is the first copy. She types the message on a computer typewriter and then puts the master into the computer, and it runs off the desired number of copies while she is addressing the envelopes, stuffing the envelopes and putting on the postage. You are now substituting for her in an isolated instance, and by virtue of that substitution, you free her to do something else. When you use the media to substitute for you, it frees you to do something else. It gives you the freedom to get to individual students or groups of students while the action is still going on.

I hope, then, this is what you do in your schools with projectors and screens and tape recorders and so forth. The need for those items has to be created first. Unfortunately, many people say to me, "Come to our school. We have projectors--16 millimeter projectors, screens and everything." I am horrified, you see, because no program to justify the hardware is mentioned. In such an instance, you have a bunch of white elephants. I bet you have some of that equipment sitting around collecting dust. Let me tell you the sin of that. Hardware is like your automobile. As soon as it rolls off the line, it commences obsolescence.

If we can agree with that old cliche about the learner's uniqueness is a fact; and if we can agree that the significant element in his uniqueness is his learning style, then we can agree that we have to do something about the learning environment. We have to agree that the lecture is not the universally superior method of facilitating learning. We have to agree, as the gentlemen in the back said, that since we are such a visually-oriented and orally-oriented group, we have to meet learners on those terms by illuminated learning in these formats.

Successful instruction means that in the end, we can prove that there has been a behavioral change. We can prove that learning has taken place. Successful instruction is not the fact that you planned and delivered that lesson through your lecture. Success comes when the learner has made a change as a result of it. Let us go back to the point I made earlier. Reading has been the bane of the existence of a good portion of our school population. Some of our students cannot read. They just have not learned to crack the code. Others can read, but laboriously. Some readers dislike reading intensely. Yet, we have promised to teach them and we must teach every one of them. So why not start to look at the "how" of this instruction and say, "Maybe we will have to take on a new role. My role is the facilitator of learning--the manager of the learning. And in that facilitation and management, I will see to it that the learner gets the content that he needs." That gives the learner a new role. It means the learner must take some responsibility for his own learning. I am going to do that to you this evening and ask you to take some responsibility for learning here.

I shall divide you into four groups and deliver a common message using four different forms of media. You are going to be responsible for getting involved and going through the process with honesty and sincerity. Then we will reconvene to see how successful you were.

I have to give you a hypothetical situation, and I do this because very often we have lost what little empathy we had for those learners who face us, if, indeed, we ever had it. Most of us who are teachers have not had to struggle with that nonreading problem. In the current issue of the National Observer, the leading article is a very poignant story about a little fellow who had trouble reading. He was normal for all intents and purposes, but he eventually won the label of "dumb-dumb" because he could not read.

Let me help you to develop a little empathy for those people before you. If you have sincere concern for them, you have to plan for the variety of learning modes that are in a classroom. Often you retort, "I do not know the students in advance, and yet I have to face them on day one." Often you say, "How can I plan for it?" Well, let me tell you I had to pretend that among you would be nonreaders because that is what would exist in the real classroom. I had to pretend that there were several fast learners. Let me continue to pretend. There are those among you who move through the learning experience much more quickly than others. I had to say that there would be those who prefer a guided situation while others would prefer a visual orientation. I must plan for whatever can occur. It took what you have already said, a great deal of planning and preparation. Since we are experts in those fields that we teach, some of the planning is effortless. We should be keenly aware of some of the resources that are commercially produced, and by now we should have a handle on how to produce those homemade objects that we cannot buy as a book or in any other form. Let me demonstrate what it is that I hope you will begin to do.

I have to give you, as I said once before, a hypothetical situation. Let us pretend that this is a teacher-education curriculum, and we have been charged to prepare students in a competency-based format. Let us further pretend that this is a methods-of-teaching course, and I am going to give you some methods. I am going to teach you, as students, then, how to formulate behavioral objectives. An ensuing lesson would be how to design enabling activities for the learning events. You have the situation.

I am going to have to divide the room into quarters. I am not really as sufficiently set up as I was supposed to be because I already killed off my assistant by a workshop we just had this past weekend, and she could not gear up to get some of the materials ready. You were to have been color coded by using little colored tabs that would tell you which kind of learner you are and areas of the room were to be labeled with corresponding colors so that you would know which group and place to go to. I had planned to do that and similar sorts of things, but it will be easy enough to proceed without these if we give ourselves a moment to move to our new positions.

This group from Dr. Sanders through here will use the 16 millimeter projecter. You are very visually oriented and I am going to assume that you do not read well. So, you will get information best through a 16 millimeter film. You will use that screen. I am expecting a leader to emerge from this group.

What will the next group use?

Comment: The filmstrip.

Dr. Matthews: You have a filmstrip and cassette because you are a little afraid of that new-fangled gadget that they are going to use and you will be more comfortable with a filmstrip and cassette player—something that you can stop, hold a discussion, and then continue viewing. I am going to give you a leader because I do not want one to emerge from this group. Mr. Herring, you are the leader. I will tell you when to take your action.

Now, this group will turn around and use that sheet as a screen. I will give you something. You are going to have slides because you have a longer attention span that that group over there.

These are the scholars, and they are going to have to use the print medium because they do not have reading disabilities, and they have long attention spans.

You have to give us just a minute to get the equipment organized. As soon as it is organized, you know what you are supposed to do. Interact with the media and learn how to formulate behavioral objectives. You are students; I am managing instruction according to your abilities and styles.

[Learning-group activity period]

Dr. Matthews: We know this was not an ideal situation. I should have had one group in this room, another group out there, one here, and one somewhere else so that you would not interfere with one another; but it did demonstrate something. There are several ways to get a particular message across to the student, and it need not be the human voice. It need not be totally verbalized or solely in a print format. There can be several kinds of ways of interacting with the student and getting him to interact with you or with what it is you want to teach him. I know this was one of the things. I want to get some questions now out of you, some discussion, so that you can tell me how you feel about other forms of media other than print.

Comment: Observation: Down with open classrooms.

Dr. Matthews: Observation: Narrow mindedness. He has come up with a point that I think I should speak to. The open classroom might be chaotic. As I just said to you, if you have planned and prepared, then the open classroom is as wholesome a learning experience as any you can devise. The traditional is not necessarily wholesome. It is unnatural to be so silent for 50 minutes or so. It is unnatural to be constantly writing what someone is saying. It is distracting to try to take notes while the teacher continues to speak. So you do not have ideal methods now. I do not offer you a panacea tonight. I am not so foolish as to think that is what I am doing. But I would not like you to read this situation into what you might call open classrooms. This classroom was too open, but remember, you and your class would have more control than I had. I am not in my institution. I am in a hotel. It makes a big difference.

Now, let me ask you some questions. How did you feel as a learner getting into a strange situation without the close guidance from an instructor?

Comment: Frustrated.

Comment: I think the situation showed initiative on the part of the learner. He had to adjust to this kind of situation, and he went forward with what he was doing although the noise might have annoyed him. When he really started doing what he was supposed to do, the noise did not bother him. At least, it did not bother me although we had the print.

Dr. Matthews: Well, you were the scholars. Let me tell you that a great deal of the learning a person does is outside of the formal situation. In his normal world, where he does most of his learning, he does not have a silent situation. He has to learn with the other people around him learning and doing other things other than that. Remember, before they get to us and we cripple them in the formal situation, they are used to learning. They are accustomed to learning very difficult things. They learn the English language. They are born without knowing that. They learn language; they learn to speak; they learn to understand the spoken word, and this is not done where it is so organized--you do this today and that tomorrow and that the next day. Do you realize how many mute people we would have if they were waiting for us to teach them to speak? We would have as many mute people as we have now nonreaders, and we might as well face it.

So they do learn in situations that are not so quiet and organized. Now, in an open situation, it must be controlled; but they must have the freedom to do what you could have done if you felt free enough to do it, and that is to discuss the situation. The people who had the books had to do this. They had to share those books; and when they got to the points where you had to fill in or check points, they talked about those answers. There is nothing wrong with it. We like them to separate, and you answer by yourself. Sometimes if we give each other helping hands, the learning is in greater depth and we are not so frightened of it. So that is something you can get from it. As you said, the learner had to take initiative. He had to do something for himself, and, after all, that is closer to real world, the career world, than when we do everything for him.

Comment: I liked the idea of not having an authority to respond to. I was responding to something else besides an authoritarian figure, which gave me a sense of freedom.

Dr. Matthews: Very good, That reminds me of something I read once about this Harvard scholar who was the number-one student in his class. He had all the A's and every time he wrote an exam paper the teacher became more and more excited about what this person could produce. This man had so many offers for jobs that he hardly knew which one to select. But he did go into one of these extremely innovative groups which were composed of different type persons, and he was a total failure. He had learned in school to repeat everything he knew the teacher wanted to hear. He had learned to follow instructions very, very carefully. When he was released into the real world, he had no initiative and he was a failure. So think about this.

Comment: You asked a moment ago how we felt. Some of us were taking notes, but none of us knew what was expected.

Dr. Matthews: I tried to give you a hypothetical situation whereby you were going to get some information about the behavioral objectives from a medium. We do not have the time and the correct situation to go through it. But I have offered this entire setting to deal with the situation. You should have had a behavioral objective given to you. Instead, I merely gave you a hypothetical situation. I did not say at the end of 30 minutes, which is what my plan states—that you would spend 30 minutes with that medium. At the end of that time, you would be able to state the element in behavioral objectives as learned by that format. If you took notes, I do not think you wasted your time. You did not have a chance to finish. The group could have taken a little more initiative. They were challenged by the medium to attempt to derive objectives, and they did not decide to do that. They just looked around and needed guidance, and they needed someone to say, "I am going to turn this off, and I want you to do what was asked."

Comment: I just did not understand what was going on. I was listening to what was going on back there and what was over there.

Dr. Matthews: When you discover that you are doing that, go over to the one to whom you are listening. We had the freedom to do it. Let us stop looking outwardly and start looking inwardly to see what we are doing, and this is what I hope we will start our students doing. They sit there now and wait for you to guide them. Let them look around a little more. There is a lot of freedom that you had that you did not exercise in this room. We worked against the odds, and I admit to you it was anything but an ideal situation. Each of you should have been in a separate environment. However, given the fact that we were all in this room, you could have done a little bit more with what you had.

Let me take the blame for everyting that went wrong. What is being implied to the student when you give him that kind of responsibility? When you way to him, "Here is a module in which the objective is clearly stated; there are the resources to illuminate learning and these activities describe exactly what I want you to do with it," what are you communicating to that student?

Comment: That you feel that he has the capability to do it.

Dr. Matthews: Yes. You immediately express a belief in that student, and eventually he/she begins to feel that also. Students will not trust you completely in the beginning because we have taught them to rely on us, follow us, and repeat what we say. They have gone through 12 years of that in public schools, and now they are going through four more years of that in undergraduate school—and so it goes.

We must have a high tolerance for the human need for assistance, reassurances, and patient attitudes when the challenge of change is confronted. An example of the instructor's sensitivity to this and accommodation of it is something I could have done this evening.

In the beginning when we change our approach, they are as bewildered, as frustrated, and as lost as some of you were here tonight. They have to be taught to accept this change. You have to be willing to slowly effect the change by saying, for example, "I will give you two days to interact with this module. I will be here in the classroom, available at these hours for you to talk with me." If I had chosen to give you the pretest I have prepared, I would have put you at ease before I asked you to do it, because the moment you say "test", we tighten up. We know what we do with the results of our tests. We know what was done with the tests given to use when we were students. We have a fear of tests as a consequence, I would have said something to you that would have made you feel free to take the test. I would have said, "To justify getting you involved in this medium, it will be helpful if you attempt to answer these questions. If you cannot answer them, it is justification that you will find this experience useful. Thus, I will not be wasting your time in the presentation nor wasting ours. I will have the "go ahead" to get you involved. If you can answer the questions, there is no justification for me to get you involved in this experience". You see? So if you decide to use pretests, you have to make the students feel free to take it. You should tell them, "This is just so that I know the experience is the right thing for you."

The same thing should occur with this new kind of learning. You cannot say, "Take that module or take that package and go do it" because the student is going to feel frustrated since he is used to sitting with his peers in that classroom and having you guide him each step of the way. So when you change your approach and say, "I am giving you the freedom to move at your own pace; I am no longer comparing you to the person who sits next to you. Whether you learn slowly or quickly is not a problem; I am concerned only that you finally get it". The student is surprised, cautious and often frightened.

Comment: That rationale certainly sounds to me as though each person in there must have their motivational level in high gear in order to proceed to do an individually paced piece of work.

Dr. Matthews: I will say to you that not every student in school is motivated to do what it is you ask of him. You have students in your class without the motivational level to do what it is you assign, although you are operating in the traditional mode. I am simply suggesting that you deal with learners in another way. Because you lecture or assign a textbook chapter is not saying that he has the motivational level to proceed. I am suggesting that you give him a time span, just as you do with that homework. When you assign reading of the 9th chapter so that it can be discussed in class tomorrow, some of them return without reading chapter 9. By the same token, you may assign a module to be completed within the equivalent of two class periods; some will. You see, they are human beings just as we are. They are not suddenly going to become something else and display a tremendous achievement motivation beyond our very capabilities.

What we are trying to do is first, get closer to each of those students and meet him more on his terms and not always on ours.

Comment: Out in Austin, we have the IGI, Individual Guided Instruction. In some of the PTA meetings that I have attended, parents get up in arms because some of their children have never been motivated; so you have much of the class going on while others remain on the first module.

Dr. Matthews: You are supposed to have time frames within which you are working. Unfortunately, we adopt these acronyms and initialisms, and suddenly think everything is new and different. We have done but one thing—initiated a new administrative system. When you initiate a new administrative system, you cannot play the same old game and that is exactly where we fail. We take new tools, but the game plan does not change, and it has to if anything significant is to result. We try to cram everything right into that traditional mold no matter what you call it. Now, I do not want to get into the IGI situation because I do not know all of the facts. However, I do know that you say somebody is dissatisfied with IGI, and the parents are protesting. But be mindful of the fact that the parents protested about the failure of the traditional; that is probably why the school installed IGI. Remember that.

Comment: I want to add a note to what you said. I just delivered a paper at the National Reading Conference on "The Promise of Modulized Reading Programs at the College Level", and one of the examples I gave in my paper was that perhaps I made an untimely remark to a group of students in the reading lab. I said, "Now, I want you to be responsible for your own learning." To that response I had one seemingly perturbed gentleman. He said, "Well, we are just out here by ourselves, huh?" That is an example of some students who have not been working in the unstructured situation, but we are trying these things with them. It is a slow, gradual process.

Dr. Matthews: Indeed it is.

Comment: You do a little at a time.

Dr. Matthews: It is going to be very difficult for them to unlearn the pattern of behavior indicative of the traditional school for so many years. We must admit that some run at one pace and some at another. Some people will never unlearn the habits that were formed in the traditional mode. Some will modify a little. But we vary. Each person has a style, and what I am saying is use a variety of modes for presenting material to accommodate these styles. Have a variety of expectations for students because they are very different and very unique. Some will be able to perform at a noticeable depth while others will achieve very superficially.

Question: Are we being realistic? If we are, what suggestions do you have for a teacher that has 150 students? How are we going to manage these situations? What can be done for the neglected students in this new approach?

Dr. Matthews: Let us admit that you have neglected students right now, and perhaps you are not doing anything for them now. As I said to you earlier tonight, I am not offering you a panacea. I am asking you to try something different in an attempt to reach that neglected student. I often get the kind of question which says, "I will neglect a student if I try what you are saying." Well, what I am saying to you is you are neglecting students now. If you do want to try another way, it is going to take time for you to build up learning packages so that each student has something with which he can interact at his own pace. I am asking you to start now! Try this and see if it gives you the freedom to reach that neglected student. Cease to line them up in rows, stop trying to keep them locked in step and then dismissing them all at the same time. Some will not be ready to leave, or to fake the rest. I am asking you to see if the application of technology gives you the freedom to look at that neglected student and to attend to his specific needs.

Comment: Thank you. I was asking mostly for information to take back to my college. Fortunately, I only have 35. I just wanted to know what suggestions you might have.

Dr. Matthews: Maybe you would like to invite me to your college to see the real situation. I could speak better from that vantage point.

Comment: When you look at this business, some people get the impression that individualization means one to one, but it does not.

Dr. Matthews: No, it does not. You are right. We have not talked about individualizing; we have talked only about self pace and alternatives. There is a big difference between individualization and self pacing. Individualization is writing a prescription for that one person and I have not even hinted at that. If you are not already letting him self-pace, you are certainly not ready to individually prescribe.

Comment: I would like to make one observation about this group. I noticed that you trusted us to handle a machine without knowing if we really had any knowledge of how to operate it.

Dr. Matthews: Ah, I have failed. He feels I have trusted him to a machine. I have failed. I did not get may message across. The machine was simply subordinate to the content.

Comment: No, this is my point. So many times in our institutions, we have been afraid to let the students put his hands on this type of equipment. The teacher always has to operate it. You turned it over to us. I think this is a very important factor when you use media in a classroom situation.

Dr. Matthews: I would have to agree with you. If there is a media specialist or a librarian or someone like that at the institution, he or she ought to take a few minutes to make a little cassette that describes how to use the machine. Now, if the cassette is in the machine, then I would suggest that you press the "on" button and allow the student to get the instructions. You are making a very good point. Let the student use the machine.

These machines are much simpler than most of the machines we use in real life. Some of you drove a car to get where you are going. None of the machines we use are that complicated or complex. Believe me, students will find a way because most audio-visual machines have a three-step operation—on, thread, and off.

Comment: I just want to say your open classroom has not been a failure. My curiosity was stimulated by this young man who had a mask over his face while this was going on. I could not stand it. I had to go back and see what that machine was. I saw a gentleman operating a machine back there, and I asked him if he were video-taping. You did not restrict me, so your open classroom did not inhibit me.

Dr. Matthews: Touché.

Question: I found myself wondering why you used the microphone rather than your voice when you got down to the "nitty-gritty" of what you wanted to get across. You have been doing a lot of that tonight. I thought your more forceful teaching was in that form. Why did you do that?

Dr. Matthews: Yes.

Comment: Although you used these other things, I found myself wondering if you could have made some of your comments through the media that you have been talking about?

Dr. Matthews: What could I have substituted for what I did? I had the first task of getting you ready to accept educational technology. I used this machine to give you the definition. I read it because you said you could not see. I used the other forms there to let you see that there are ways of getting messages across to people. I would not at all absent myself totally from the situation because I said to you that the most important element is the message. However, you need the human being to get it across. I had to create the entire program and I would never substitute myself totally even though I substituted for myself where I could. But I do not think that you would have interacted in the manner you did if I had not been here. Moreover, I am the best form of mediation in this situation.

Question: I would like to know whether this form of learning presupposes or necessitates using modules. Is there any other kind?

Dr. Matthews: Yes, there are many others. I happen to think that the module is good because once done, it can then be duplicated many times. There is a man in the room whom I will not embarrass by pointing him out, who has chosen to use his textbook in a unique manner. Each chapter serves as a module. He illuminates each chapter with other forms of media and procedures.

I will not say there is one certain way to illuminate instruction and no other. I think that is a good question, so I will pursue it a bit further. Your own personality would not let you do everything in the manner I would and vice versa.

Comment: I would like to get back to what we just did in the four sections and speak from a student's viewpoint. I think that in the learning process, the teacher or an instructor should state his objectives and these objectives ought to be within reason and within some sort of obtainable measure. There are times when objectives stated in the classroom are just totally out of scope with what can be actually accomplished and this creates frustration on the part of the student. I think it is really necessary for this type of awareness to be drilled into the instructor.

Dr. Matthews: Yes. It is like selecting the textbook that he cannot read. That is truly unrealistic. That is like asking him to read in order to get the information when you know he has a reading disability. So one needs specific competencies to design behavioral objectives. The set used here tonight is particularly good for training on that subject.

Comment: The rationale for learning that we have been reviewing here seems to me to be exemplified in the natural and physical sciences. I have not had any courses in education. My area is biology. But the esoteric learning process that one received by redoing an experiment; feeling it; touching it; reading about it; and being involved and getting data and evaluating has been very effective. I heard today at one of our meetings that history has been taught by looking at a lot of figures and dates. I say, "What good is this without relating them to anthropology and sociology?" These module things you have here are other avenues in which you are impacting on a student. If you cannot read it, you can look at it, see and smell it. It seems to me that the natural and physical sciences have long been far ahead of the game when compared to the other areas since we have been doing this all along.

Dr. Matthews: Any comments on that?

Comment: Dr. Postlethwaite, a renowned biologist, is not an education major. Yet, he is a biologist who has done more on developing modules for self-pacing than anyone I know.

Dr. Matthews: That sounds like an open classroom—you just grab it, feel it, touch it.

Comment: That is how biology has come along.

Dr. Matthews: Do you have any other statements that you would like to make or words of wisdom that we should have before we leave?

Comment: Yes, Doctor, I just want to compliment you on your presentation. I think it was quite excellent. I have enjoyed it. You really have yourself together; I admire that.

Dr. Matthews: Thank you very much. I appreciate that. It took your cooperation for this to be a success and so I compliment you.

PLANNING: A TOOL FOR RESHAPING INSTITUTIONAL DIRECTION

Hortense W. Dixon

Curriculum change in colleges and universities should be the result of planning. Ideally planning for curriculum change should occur within the context of the institutions' long range objectives. This ideal arrangement suggests a significant degree of non-linearity. That is to say that long, medium and short range planning efforts operate simultaneously and continuously in educational institutions. The planning process is dynamic rather than static.

An institution cannot hope to effect curriculum change for a new direction without, first, systematically determining what that direction is to be, and second, establishing the machinery to systematically implement change. Both are threatening and difficult to achieve in "established institutions". Institutions tend to endow themselves with a permanent viability because they exist. The historical consequence of this self action is documented in the morality and merger ratio of institutions around the world.

The Planning Process

Planning embraces a series of processes ranging from the determination of educational needs to legislative and administrative action. They include:

- organizing and staffing for planning;
- developing a planning strategy;
- assessing educational needs through statewide or intensive study;
- evaluating educational performance and output;
- setting goals, objectives, and targets for planning;
- formulating alternative ways to achieve objectives;

- reducing alternatives to best methods possible within limitations of present and projected future resources;
- translating plans into action programs; and
- recycling the planning process in the light of experience.

The characteristics of a competent planning mechanism have been described. To be effective, it should have these capacities:

- to provoke inputs from all relevant constituent elements within the state;
- to assimilate these inputs into an integral whole, and to specify goals, priorities, and objectives of the planning;
- to translate these into alternative courses of action, based upon technical study and evaluation;
- to feedback alternatives to constituent elements for reaction and further input;
- to mediate reactions as advantages and disadvantages;
- to decide upon an appropriate, achievable, and defensible comprehensive plan; and
- to advocate plan acceptance by responsible units.

Strategic Long Range Objective.

The formulation of strategic long range objectives for an institution must evolve out of a critical analysis of the current status of the institution, population trends and the demand for education, forecasts of the future demand for educated manpower, and/or trends which may provide the basis for forecasting major societal changes. This process is based on the assumption that the design of an educational enterprise focuses on the recipient individuals who will function within a societal context. Hence formulation of goals may be evaluated against specific criteria such as:

1. To what extent are the goals consistent with:
    a. the manpower trends
    b. the financial capacity of state and private sources
    c. the forecasted societal problems (local, regional and national)
2. To what extent are the goals consistent with:
    a. the intellectual requirements for leadership in the future
    b. the practical requirement for upward mobility
    c. the personal goals of individuals related to self-realization
    d. affective requirements for implementing change
3. To what extent are the goals consistent with the goals of a college education as perceived by the constituency, that is, the students, faculty, administration; trustees and governing officials whether private or public.

There are two major areas that long range objectives must necessarily focus on:

1. Output in terms of student performance capability
2. Support in terms of faculty and program output.

The structuring of long range goals to account for the dimensions involved in both categories is a prime pre-requisite to the congruence of goals. Equally as important in the planning process is the formulation of a strategy to facilitate congruence of goals by the constituents. This point cannot be overemphasized because failure to achieve some consensus will result in divergent and unrelated goals during the medium range planning efforts. This means that the clarity, with which goals are stated, and the compatibility, among the goals, are of paramount importance in reducing conflict and facilitating implementation.

Gaining Acceptance of Goals

The process of long range planning is predicated upon the assumption that all elements of the constituency accept the long range goals as their own and are thereby committed to patterns of behavior to achieve these goals. The reality of the situation is that unless strategies are designed to secure their active participation in the formulation stage, most goals will be ignored, if not undermined. To be sure, the process of securing substantial participation is slow and tedious. However, the need to achieve substantial consensus is an operational imperative.

There are several strategies that have been used to achieve such a consensus or near consensus. Among these are:

1. The White Paper or Reflection Paper Strategy. This is a carefully prepared document that sets forth conditions and poses a number of unanswered questions or alternatives. Reactions to the paper are solicited in writing or through discussion groups organized to provide a mix of the constituent groups. The priorities assessed from other responses are then circulated for ranking among the groups.
2. The Task Force or Planning Committee Strategy. The Task Force Strategy has the advantage of reducing the number of persons directly involved in analysis of findings. The model may include the utilization of the Delphi technique and conference style, but limited to smaller groups of participants in the analysis process at any given time. However, task force members have the responsibility of soliciting input from the several constituent groups as raw material and disseminating information back to those groups on a periodic basis.
3. The Planning Conference Strategy. Planning conferences that involve representatives of the constituency of the University may be convened as a part of a series focusing on the major categories of long range goals. The conference input will require careful structuring to maintain the focus of the planning effort. This input may take the form of presentations related to manpower trends, societal problems, etc. and followed by small group analysis focused on implications for long range goals.
4. The Delphi Technique. This involves circulating to the constituent groups a comprehensive list of goals stated in concrete terms. Each respondent is asked to rate the goals in order of their importance on a 5 point scale. The aggregate ratings are then ranked in order of their importance with the

percentage of responses and the respondents choice. The second rating should provide space for explanation of choices.

5. Another variation of the technique includes a summary of trends and forecasting with blank spaces for entering objectives or open end statements to be completed. Summary tabulation of edited statements are then circulated for priority rankings.

Medium Range Planning

The strategies outlined for long range planning are equally applicable to medium range planning. The essential difference is that medium range planning focuses on program development. Hence, the operational content differs and includes such issues as curriculum structure, the relationship between a constellation of courses that make up the curriculum and the expected student performance capability as expressed in the goal statements and the present and projected resource capability required to implement programs.

The composition of the groups in medium range planning is also different. Long range planning is necessarily University wide—while medium range planning requires further differentiation of the planning responsibility. This means that organization of task forces, planning groups and the use of consensus type instruments should be confined to a more limited audience. Specifically, individuals and departments or schools, where there is a critical mass of professional expertise that is considered essential for the tasks, should be involved. In this era of multiple career experiences, one must not assume discreteness in the human resource capability within institutions. Very often, as we found in the "Assessment of Texas Southern University's Capability to Service Community Needs", small institutions have the capability but the critical mass must be assembled from within the total University.

I cannot over emphasize the need to assess and codify the internal resource capability of institutions at the medium range planning level. It can become a facilitating mechanism in the more efficient utilization of present resources and in the planning for the future. Planning is a future oriented activity—the future is tomorrow—1980-infinitum, but it begins now and the resources for future planning are to be found in the present.

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Discussion

Question: I would like to ask you about the last point that you made. How did you go about finding the roles that helped to build up your faculty?

Dr. Dixon: One of the things that we did was to use a personnel form. We have been collecting this material for quite some time and it was just in the files. What we did was to pull out the form and update it. Now, the way we did that was simply to add another sheet that asked for certain information which we felt was important in achieving our institution's goals. This aspect concerned community service and unpublished research. We put this one in on the hunch that probably an awful lot of people at our university were engaged in a research effort but they had not taken the time, or whatever reason, to publish them and the research was filed away in a drawer. It was a kind of activity that is related to an institution's function. We circulated this form to the entire faculty and staff. Every human being who worked in the university received one with the request that they fill it out and return it to us at a given date. We put it on a short time frame because our experience with our faculty shows that the longer you give them to get something done, you are not likely to get it back at all. The form, by the way, is very comprehensive and includes such things as age, date of birth, high school graduation, when, college training. It also has a place for education and experiences. It did not have a place, however, for additional kinds of educational experiences such as short-term summer courses or institutes that were attended. These had developed over the last four or five years and so we included that. The old form did not include a place for unpublished research, membership in professional organizations, and a real, we thought, persuasive letter to encourage the faculty and staff to really update everything that they knew about themselves. We got about an 80 percent return from the faculty on special projects and program directives. We subsequently took the data and put in on a tape. We had developed a program where we would assess the human resource capability of the university according to certain programmed types that were oriented toward specific urban goals. We next applied that part of the program into the formula to predict what kinds of programs we had the present capability to begin to operate.

Comment: In other words, you developed personnel inventory sheets.

Dr. Dixon: Yes. We already had one form. You can develop your own and plug into it all of your vital information that you think you will ever need on your faculty. You should then develop the capacity for continuous updating.

Question: I would like to raise the question on long-range goals. I certainly believe in them myself because I asked my division chairman and department heads just last week to give me what they are going to do for the next five years and how they are going to do it. Sometimes there is a dilemma that comes with this. To give you an example of what I am talking about, Notre Dame has a powerhouse football team besides other things and so does Penn State. There has been a clamor for a game between the two, but because of long-range scheduling they will not be able to play for the next ten or twelve years. They are saying that either the schedule makers were insensitive or their foresight was very short. Is there something that you can put into this time program?

Dr. Dixon: Anything that man does, he can undo. He made the plans; he can change the plans. If we view a long-range plan as a fixed document that we are now wedded to rather than a dynamic instrument that we are counseling, we will face difficulty.

Question: You see the same thing happen in the automobile industry. They design a car two or three years ahead before they will actually be put on the market. Although they can make minor changes, it costs too much money to make short periodic changes, and so they go ahead with a plan, although they know that it should be changed. Is there something that you can put into an operation to facilitate an awareness for necessary changes?

Dr. Dixon: There again is the assessment of your resource capability. In this case, you are talking about financial resources. When you lay out a plan, you should build into it the plans for changing the plan.

Question: What is it that you build into the plan for flexibility?

Dr. Dixon: You build into it a conceptualization of a plan as a flexible document. Suppose we look at one case in point—human resources. Instead of looking for people who have single specializations, we look for people who have several. By the way, the young college students are on to this now. They know something that we seem insensitive to. Many are aiming for dual degrees. They look at several options that build in that flexibility. So, in staff development or staff recruitment, as it were, we were looking for people with more disciplinary backgrounds and self development. We were looking at tooling people up to do more than one thing. That is one point of the plan.

Now, what you put in the catalogue can be taken out. You can change whatever your courses are. I think they are being changed anyway, but it is not being recorded. You go into many classrooms and you will find teachers teaching, but they are not teaching what is in the catalogue because the description in the catalogue was put in four years ago and they run off enough catalogues for the next three years. Things change in that person if they are really out on the cutting edge; we will change. Sometimes it takes four years before the change becomes a matter of public record.

Question: In your review of biographic sketches on persons on your staff, were you able to utilize any of those people in the academic areas?

Dr. Dixon: Sure.

Question: Would you give us some examples of what they are doing?

Dr. Dixon: You mean the staff as opposed to faculty now?

Comment: Right.

Dr. Dixon: What we have done is to identify people on the staff, who, with some additional training, can move into other areas. There may be a person who is misplaced or one who comes on as a secretary but actually has a strong research background and accepted the job that was immediately available. So it becomes a matter of reshifting personnel. We have made one change with a young woman whose profile showed that she had a great deal of research experiences. She had worked with an outstanding researcher. She was employed as a secretary—very sharp. We now use her as an administrative assistant in our research department. She is now in school. When she gets properly annointed on the forehead, we are ready to have her programmed into our research unit.

Question: Who serves as your agent in shifting people around?

Dr. Dixon: I do not believe we have really reached that point yet. This particular instance occurred in a situation that I was directing. When her profile came out, I said, "Oh, look what we have". We immediately made the move. That detailed information on each faculty member is going to be made available to the heads of departments and the appropriate deans so that they can get a better view of what the capability is for each individual.

Question: Dr. Dixon, one priority that you mentioned in terms of long-term academic planning is the importance of not preparing students for obsolescence—positions which are not going to be there when they graduate. Traditionally, students choose their own majors freely and it is supposed to be a voluntary thing whereby the college more or less provides the menu and the students make their own choices. How would you suggest that they might be channeled or guided in accordance with what will be the societal needs?

Dr. Dixon: I can see two things immediately. Number one, change the menu. By changing the menu, you offer a new set of options and new sets of choices that are based on what the predicted need will be. Number two, I think you must begin to develop some mechanism for career couseling. I met with a group of students last Saturday. One of the students made the observation that the schools are doing a disservice to students to let them flounder around for two or three years and finally stumble onto something. By developing a career counseling program, and what I mean by that is opening up new perceptions in students on what the options and the possibilities are for them, we would do them a great service. The students said, "Yes, that is precisely what the program is because you cannot know you want to be something if you do not know that that something exists. So those are two of the things that we are focusing on in our mid-year conference.

Comment: Let me respond to that before you go into another point. In many instances, we wait too late in order to offer this career education. It should be started with the board of education and then into the elementary schools and the junior high schools. By the time the students are in high school, they can have a very good idea of what the trend is. I know in many cases we wait until the 11th and 12th grade in high school.

Now, I am not saying that we say, "All right. You be a doctor. You are going to be this." But it is simply making students aware as to what might be available perhaps ten or fifteen years from now.

Dr. Dixon: Let me comment on that because I have thought of something else. We have been sharing with you the kinds of things that we have gotten into. We have a mobile campus. The very point that you raised is one of the things that we perceive as possible for the unit to begin to institute some area-wide career counseling with the young people on what is going to happen. Career education in the public schools is up for grabs. Nobody knows who is going to pick up that mantle. We see this as a kind of public service that an institution renders to its constituency and it is also a mechanism of keeping yourself before your constituency. This is getting to be very, very important.

Comment: Most of the time you find it difficult to do it in the high schools. You might have to do it another way. In my opinion, the parents should be involved. You might just have to go into the churches or dance halls.

Dr. Dixon: That is another thing. In the minority community, especially, we have a real problem of reorienting the thinking of adults about what the result of a college education should be because many students come with something of a mandate from their parents. They used to come with the mandate, "You get a teaching ceritificate in addition to whatever else you do. That is your ace in the hole."

Question: I think all of us were impressed with the breadth of your concept of planning. However, there is a problem that has been bothering me about it. The people who are drawn into planning are usually the most effective and most active people on one's campus, and they are the ones who are usually busy with the operation of the institution.

You described the planning process as a very comprehensive complex, and very time consuming. How can that process work well when you really find yourself involving the people who are already busy at institutions anyway?

Dr. Dixon: That is a problem. There is no question about it. Sometimes it results in working 14 to 16-hour days. But I think there is another dimension and you have really laid it out for us. It is my thinking that a major effort has to be made to begin to involve people who are not so busy and who, for whatever the reason, are perceived of as not being so bright and so sharp and so enthusiastic. People like to be asked to do things. I think you are asking the same people all the time. Some of the other people get the impression, "Well, nobody ever asks me anything." It is a kind of human trait. We like to be asked. Ask someone to chair a committee. "Oh, I do not know a thing about it." "Sure you do." That is the way you get people involved. Occasionally you may make a bum choice, and the person will not pick up the mantle and move with it. But generally, I think that if you try, you will find that the perceptivity will far exceed anything that you might expect. Give them a leadership role. They do not always have to be backing up somebody else. Give them that opportunity for flowering and for maturation and for involvement among the faculty. It is there, but it is time consuming. There is no question that it is a slow process and everybody has to come along. We may be facing the problem now of not having brought as many troups along. It is one of the reasons we are expanding the participation in the conference this year with representatives from every department. We are mixing them up with other people so that people can begin to talk across disciplines and not just have all the biologists talk to biologists. You might let them talk to economists. They could all get some cross-fertilization of ideas. This is very significant.

Question: It is interesting that here in 1973, small black colleges and black colleges in general are having to deal with survival including what all that entails with planning and fitting into what is now an international sphere of history. People are now talking about international universities. Would you elaborate a little on how, even on this whole career concept, changing the curriculum through planning is going to underscore the potentials of the kind of capacities that will be needed in the future by the youths that are coming along today?

Dr. Dixon: Well, I do not know what we are doing curriculumwise, but that is just what we ought to be doing. You really have tapped what was at the heart of the notion that you need to have sufficient data. You have to look at it carefully to select out the major trends. We are talking about survival in planning. We are also talking about survival and the development of viable institutions whose existence cannot be challenged. This is an ongoing and continuing process. The only time your position can really be challenged is when you are not producing and when you are not demonstrating it publicly. We have to stop talking to ourselves so much and begin to talk to other people. People do not know. We have had this problem at TSU. We have an awful lot of good things going on and nobody knows it but us. Nobody knows it. We have been conducting a series of planning groups with community people last year, the year before. The community people did not know what the university was doing. We have a problem of communicating to our constituent groups. We are now publicizing what it is we are doing and why we are doing it.

Comment: You appear to be saying that the humanistic values of yesterday are changing. By design, the colleges and universities seemingly created those invisible walls between themselves and the community.

Dr. Dixon: We perceive this to be so. We perceived it as absolutely essential for the black university to get about the business of building a strong constituency who can speak for us. Whenever you have to speak for yourself, it is automatically assumed that you speak from vested interests, and that funnels all the way back to the kinds of experiences that students have while they are in an institution as well as that larger public that provides the support.

Comment: I think all of the schools here that are members of UNCF have had very recently, within the last five years, to prepare long-range planning. They had guidelines on how this thing was to be done. And so help me, the persons who were involved in this business never saw it. When you get the final product, which is going to be a little obsolete, you have at least some idea of where you want to go. These people know what they said and what their plans were that they very frequently do not see.

Dr. Dixon: We do not feed it back to them. This is a part of opening up that whole communication system so that people know.

Comment: Right. So I would certainly like to add to your very excellent delivery here the fact that once you get the long-range plans, the folks who were involved in the planning should be informed of the end product.

Dr. Dixon: And let them know that it is not fixed and permanent.

Comment: Right. In my opinion, UNCF did a very great disservice by having this effort going on and nobody knowing what the end products were.

Question: Being among basically administrators, professors and instructors, I would like to ask how do you see the role of student participation on such committees as long-range planning and deciding institutional policies on admissions, curricula, programs, et cetera?

Dr. Dixon: Get them on there. I believe in student participation. We have provisions for it. Our problem has been getting the students involved enough initially to get that commitment from them to work along with us. In my opinion, I think young people have something very important to say in all of these areas, and I think we have to learn to listen to what it is that they are saying. It is also a learning process for them. They will learn in that process. We do have a problem in getting a sustained involvement of students. I think part of the problem is because we generally go to an elected group or some other kind of political realm and you are not necessarily drawing students who will make that kind of commitment to this planning effort. I do not have the answer for you. You know how you begin to sift back through departments for recommendations for students and you begin to get students involved at another level. However, you have to deal with the student government if you do that because they say, "Well, we are the elected officials. Why don't you use us?

Comment: One time you mentioned educational resources among your faculty members as well as your student body. We did this once in the public sector, mainly the elementary schools all the way up to the college level, and you discover a lot of untapped sources to use. Students, as well as faculty members, that have these intellectual resources to offer will now make it very crystal clear, and I think rightly so, they are not doing it for free. A lot of institutions want you to do it, but they want you to do it for free.

Dr. Dixon: Let me comment on that, and I can only comment out of our experiences. The only effort that we have for which there is support for faculty, and it is very limited, is for travel and per diem during the mid-winter planning conference. There is a small stipend to study, but there is not enough to offset hiring a baby sitter. In general, this has not surfaced as a major problem, and I guess we will have to look back on the whole process to see what we did and how we did it and codify that, if what you say is, in fact, the case.

As a matter of fact, we now have a technical assistance project to urban community agencies. The problem that I have is that we can pay faculty a small stipend, but they do not seem too much bothered by it. They do not want to get their forms back in so I can process them.

Question: You have changed your mission to urban education. What are the special ingredients that make a traditional education an urban education?

Dr. Dixon: I do not know that traditional education is urban education and our mission as an urban university is an attempt that the university shall marshal all of its resources to the complexity of problems that face urbanized societies. This fits very clearly in the curriculum area in terms of the preparation of professionals for demanded career in an urbanized society as opposed to an agrarian society. I think it is going to mean some rather radical and dramatic changes in the curriculum at Texas Southern. There are some things I see that have viability. I am simply unable to see others. I think some other people are beginning to question the viability of that kind of planning.

In general, we do not anticipate that we are going to throw out the baby with the bath water. We intend to create some new programmatic configurations and hold some existing units along with restructuring the organization and the conceptualization of how this particular discipline contributes to the preparation of professionals for urban life. I see all knowledge being interrelated and having some significant contribution to make, but that program configuration has to be redefined so that it speaks to a new set of goals.

Question: Do you have a program to provide a new set of glasses for your faculty?

Dr. Dixon: No. As a matter of fact, I have been seeing what I could do with my own lately. I can assure you they need changing now. It is demanding and it is very hard work. I am greatly gratified at the response of the faculty. It is not yet complete, as you may well know. I doubt that it ever will be. But I think there are evidences of a real clarity of intent and a real commitment.

Comment: I know I am not supposed to say this since you indicated that you would not talk about it, but I think we would miss a rare opportunity if you did not elaborate somewhat on the Urban Resources Center at TSU.

Dr. Dixon: Let me back up and give you just a little history of how it developed. We developed a study under a facilities planning grant from the coordinating board. We had maybe $38,000—not a great deal of money to do this kind of effort. But we developed a planning strategy based on the notion that we had to involve ourselves more in the community and to get about the business of developing a constituency. What we did was to convene a broad cross-section of the community in a series of planning sessions where we actually drew out of those groups what it was that they thought Texas Southern University should be doing and the direction it should be moving. They turned out some really outstanding reports. The group contained lay people, professionals in all areas, community people and a lady who lived in a community home. We did this on a Friday night and all day Saturday twice a month for about four months. We brought in a new group each time.

Out of that came the facilities planning. We also operated on the assumption that we could not begin to talk about planning facilities until we knew what those facilities would be used for. So we got into programming development, program assessment and what we ought to be doing. On the basis of that, we then developed the model for the facilities planning study.

One of the recommendations that came out of the facilities planning study was that the institution needed to strengthen its public service role and to replace it with something like it. It was not an urban resources center but an urban services center, or something similar. The institution also needed to identify the functions that the center would carry. We worked from another conceptual framework which said that instruction, service, and research were all interrelated and they should not be fragmented. What happened in the public service area should be fed back into the instructional program. What happens in the instructional program should be fed back into the research program. What happens in research should be fed back into the public service and back into the complex network. We kept that before us all the time. We did not want to set a unit up where research would deal with research and instruction with instruction. So the center emerged. The list of purposes for the three areas, program development, the research plan, and public service, was long. We were to be involved in the model cities program in a real sense that provided a mechanism for change within the university. So this is how the center came into being. We also coordinate the federal programs.

Question: Would you tell us about the weekend college?

Dr. Dixon: The weekend college concept emerged sometime last year in recognition of the fact that there was a significant population that was not being served by traditional education for one of several reasons. Number one, people had to work all during the week. Number two, an entity had not been created which would be facilitated to people who had dropped out of school and who did not particularly want to come back to college and sit in classes with 17 year olds. Out of this came the plan for the weekend college. Classes begin on Friday evening and all day Saturday and Sunday afternoon. It is essentially done for a mature population. We do have some of our regular students who have found their way into the weekend college in spite of all the screening effort.

I think I anticipate that the time may very well come when the weekend college will be an extension of the university. We just put in the terms "weekend college" because it had a public relation value. What we are saying really is that we open the doors of the university seven days a week. We will attempt to program to the extent that our resources will permit it for continuity for those people who enter the weekend college and who want to complete their college career by taking classes on the weekend. Students can get a full load on the weekend.

Question: Did this affect your four-year program in your regular college with regard to maintaining faculty workloads and other related matters?

Dr. Dixon: Well, the weekend college is staffed with our regular faculty.

Question: Do they have to give up on the four-year programs?

Dr. Dixon: No.

Question: Do they give up sections of the regular college to go into the weekend college?

Dr. Dixon: No. What happened is that instead of all of the multiple sections of courses being scheduled Tuesday and Thursday or Monday, Wednesday, and Friday—which I think is another thing that institutions are going to have to get away from—they are going to a modularized schedule pattern, which creates more flexibility within the institutions. People can better benefit from the resources that are there.

Comment: I think you ought to tell them that philosophically, we were already tuned to this because there were two components at the university that were already running classes until 10:30 at night.

Dr. Dixon: Yes. I believe, probably, that the only thing added that was new was the Sunday because there were classes going on all day Saturday also. What has happened really to us is that we are using our facilities and our resources more efficiently now.

Question: I just want to ask what incentive did you use to lure a faculty?

Dr. Dixon: Did you hear about that stroking? We stroked, stroked, and we stroked and we stroked—just the powers of persuasion. We had to have them.

Question: Are you a member of the administration or the faculty?

Dr. Dixon: Both

Question: Do you have a faculty union?

Dr. Dixon: No. We do not have a faculty union.

Question: Do you use your regular personnel or do you bring people in?

Dr. Dixon: We use our regular personnel.

Comment: There are a lot of housewives sitting around with masters degrees that would perhaps like to teach a course or two on Saturday or Sunday. That would be a tremendous resource.

Dr. Dixon: Right. Our problem with that was that we did not have the resources to hire additional faculty this year. So we literally had no choice but to convince the faculty that this was in their own interest because it was in the interest of the university.

Question: What about their time?

Dr. Dixon: It is a matter of scheduling so that you do not have somebody teaching at 8:00 a.m., on Monday and 8:00 a.m., on Tuesday and all week and then 8:00 a.m. on Saturday and 1:00 p.m. on Sunday. We try to be human. You do not put people in that kind of work-setting and expect them to be productive. That is where the administration has to be flexible and make it attractive. We go into a four-day work week and a lot of things change.

Comment: I have been out to your college where you have, in a sense, moved into a new humanistic set of values. Individually, we are not only going to have to give more of our time, we are going to have to give up some of our time. We are going to have to regulate ourselves out of the materialism and say that we can live off $10,000. That extra money that we make is going to have to go into education for our own children. That is the way our trend is moving. Public education is in trouble because of these research groups that are doing all of this investigation on school financing. That should be saying something.

Dr. Dixon: That is right.

Question: Are all of your urban studies courses for credit?

Dr. Dixon: Yes. We do have some continuing education credit courses which are enrichment, and they run for varying lengths of time; some for four weeks; some for 16 weeks; depending on the number of credits.

I just read a report which reveals the highest enrollment is in the continuing education program.

Comment: I was rather amazed yesterday to learn that there is a college represented here that has 80 percent of its faculty unionized. If that teacher has on his contract that he is a full-time person, that full time is spelled out by the union. If he is engaged in long-range planning, usually, that will not be on the contract and somewhere you must come up with funds to pay for that person to be involved in long-range planning. In our institution, we have not been blessed or cursed with unionization.

Dr. Dixon: That may be one of the trends that we will need to keep a very close monitorship on to see what direction it is going to take.

Question: You talked about the process of getting long-range planning, but you did not say who makes the final decisions. Although it is tentative, in which direction are you going to move?

In other words, you have six or seven bodies making recommendations. Who makes the major decisions? Are they involved in the actual decision, or do they just make recommendations?

Dr. Dixon: We just finished the review of the present state of affairs. Of the recommendations that came out of the mid-winter planning conference last year, I would estimate that about 80 percent of those that were generated by a representative group of the faculty, the administration, the board, and the community residents, have been activated and are under way. So that once the recommendations come out, then the institution is committed to move on those recommendations.

Question: I still do not understand who is making the decisions. Who made the decision that it would not be 100 percent?

Dr. Dixon: Nobody. The year is not up yet.

Questions: Are you saying that all recommendations are accepted.

Dr. Dixon: Yes. One of my colleagues said to me, "You know, I am just so tired of these conferences. All we do is recommend, recommend, and we never see any results.

I said, "Well, just look at what we recommended and see how well along we are."

It was just amazing. He had forgotten. He was surprised that these initiated recommendations came out of that conference. He had not associated the conference and the recommendations with the development.

OPPORTUNITIES IN CHANGE

Samuel L. Myers

Recent writers have alerted policy makers to the potentially shock producing effects of the rapid changes in our society and thereby of the necessity to develop appropriate mechanisms to cope with change.

A number of changes, some of quite recent origin, are occurring that affect black Americans. It is vitally important that personnel in predominantly black colleges and universities become aware of these changes as they develop their projections, plans, and policies.

1. The New Emphasis on Employment Opportunities for Blacks

A dramatic shift in the strategy of civil rights groups is the new emphasis on expanding the economic opportunities for Blacks. The catchword has changed from "rights" to "jobs." The charismatic Jesse Jackson, in articulating the philosophy of People United to Save Humanity (PUSH), has eloquently preached and reiterated that his goal is to mobilize the economic power of Blacks and use it as leverage to expand economic opportunities for Blacks in the broader economy. PUSH's Expo '73, which was devoted to saving black colleges, was designed to increase the public awareness of the role that black colleges are playing in preparing Blacks for high level positions in the nation.

2. Increased Access of Blacks to Higher Education

A report on enrollment trends in the south, published by the Southern Regional Education Board,[1] dramatizes that though the percentage of Blacks, ages 18 to 21, going to college has increased since 1952, the increase has been especially significant since 1963 and has resulted largely from the desegragation process. Whether this trend will be sustained, in light of reduced percentages of Blacks among 1974 college freshmen, is to be determined.

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[1] "Enrollment Trends in the South," (Atlanta: Southern Regional Education Board, 1973).

3. Selected Adverse Effects on Blacks of Desegregation of Secondary Schools

Dr. Elias Blake, president of the Institute For Services To Education, in a public address, expressed his concern over the adverse impact of desegregation at the secondary school level on Blacks. These effects, of great importance in themselves insofar as they distort the lives of young people, have a multiplier impact since the secondary schools are the feeder institutions for colleges and since society relies upon these institutions as sources of manpower development.

A monitoring survey, conducted by the NAACP Legal Defense Fund, indicates that the participation in extracurricular activities of Blacks on the secondary school level has been adversely affected and that the majority of districts visited by the monitors had experienced some student unrest since desegregation.[2]

Dr. Blake feels that current trends could make the secondary school area a great disaster area in education unless current trends are redirected.

4. Increase in High School Dropouts

A number of observers have noted that a disproportionate number of problems are traceable to involuntary dropouts and that dropouts represent an increasing problem on the secondary school level.

The NAACP Legal Defense Fund also suggests that desegregation of the public school system has exacerbated the dropout problem among Blacks.

5. Increasing Suspension of Black Students from Desegregated Schools

A major problem uncovered in the monitoring survey of the Legal Defense Fund of the NAACP approximately two years ago was the increased number of black students, especially black males, being suspended or expelled from desegregated high schools, often for trivial reasons. This new phenomenon, of crucial importance in its own right, and potentially explosive in terms of its impact on society, directly affects institutions of higher education and particularly predominantly black colleges. The supply of black males available for college is directly affected. Many Blacks going to black and white campuses may be going a little more embittered.

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[2] NAACP Legal Defense Fund, Washington Research Project, May, 1972

6. Increased Enrollment of Blacks in Selected Types of Institutions

The Report on Higher Education (The Newman Report) cautioned that though there has been an increase in the number of Blacks going into higher education, the statistics actually overstate the black participation. "But the largest total number of students (and percentages of enrollments) have been . . . at the urban open admission community colleges and four-year colleges." The report further indicates that black students are concentrated in a few majors. It concludes: "While the lack of adequate preparation in many fields can be compensated for, a weak background in mathematics and science is a recalcitrant barrier to minority students who would otherwise like to major in science and engineering. Unless some improvement can be made in the secondary schools blacks attend, the number of blacks in medicine, science, and engineering will remain low."[3]

Additional evidence indicates that these same conditions sway the large bulk of black students toward proprietary institutions and into terminal rather than transfer programs at community colleges and thus away from four-year college degrees. The current expansion of Blacks in higher education seems not to be directed toward meeting the projected major increase in black manpower needs in the prestigious management and professional fields.

7. Existence of a High Dropout Rate in Colleges

The Newman Report dramatizes the fact that relatively few of the students matriculating at certain types of institutions actually graduate. The Report indicates that ". . . of the more than one million young people who enter college each year, fewer than half will complete two years of study and only about one-third will ever complete a four year course of study . . ."[4] Of particular significance is the fact that only 15-30 percent of the students entering the public junior colleges, the colleges attracting significant increases in the number of Blacks, will end with a baccalaureate degree from some institution within ten years.

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[3] Newman, Frank, et. al., Report on Higher Education (Washington: U.S. Government Printing Office, 1971), pp. 46 47

B. The Changing Philosophy Toward Student Financial Aid

The rapid increase in the number of Blacks entering higher education in the past few years has been made possible by and nurtured by a financial aid system in which institutions received appropriations for student assistance and the financial aid officer packaged a combination of grants, work study funds, and loans for needy students after assessing a confidential financial statement of the parents.

In 1973 there was a sharp, sudden shift in both the level and philosophy of the student financial aid program. The new philosophy is to make a basic educational opportunity grant (BEOG) directly to the student. In 1973 this program was limited to freshmen because of low appropriations. The other programs were reduced but have not as yet been phased out. Because of the late start of the program, there was uncertainty and confusion on most campuses relative to financial aid programs for students. Many students as a result did not enter college. A favorable note is that financial aid is now clearly directed toward needy students. However, many financial aid officers in predominantly black colleges report that relying on the student to take the initiative will in effect adversely affect the increases in applications from minority students since these students need special encouragement to apply to college. More important, the implementation of the new philosophy will virtually compel even needy students to seek supplemental assistance in the form of loans. This will be an added deterrent to minority students. Preliminary data compiled by the Executive Director of the National Association for Equal Opportunity in Higher Education indicate in a survey of 51 black colleges that only 5,442 students out of the 26,723 freshmen or

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[4] Ibid, p. 1

101,593 students had actually received a BEOG grant in the fall of 1973. In addition, his estimate is that under the new program there was a loss of approximately four and one-half million dollars in the three continuing financial aid programs. He also concluded that the fifty-one institutions surveyed turned away approximately 11,000 students because of the lack of student financial assistance.[5]

9. The Trend Toward Increasing Tuition

The pressure to increase tuition at public colleges resulting from increases in the real cost of education, from disenchantment from public bodies, and reaction to the student unrest of the late 60's, was given a powerful boost when prestigious Carnegie Commission on Higher Education reported in June 1973 its recommendation that public institutions should raise tuition. It recommended that public institutions should "cooperate in a gradual change in pricing philosophy which would permit tuition levels to rise gradually to about one-third of educational cost assuming that Federal, State and Institutional Student Aid Resources keep pace so that students in need of assistance are not barred from access to post-secondary education."[6] The influential Committee on Economic Development further endorsed this position and publicized its views. Reactions to these recommendations have been sharp. Both the American Association of State Colleges and Universities and the National Association of State Universities and Land Grant Colleges have adopted strong resolutions to support low or no tuition at public institutions. Added support for low tuitions has now come from the American Council on Education.

10. The Shift From Institutional and Categorical Aid

Since 1965, the predominantly Black institutions have received a considerable boost in the form of aid provided for developing institutions through the Division of College Support authorized under Title III of the Higher Education Act of 1965. In 1970, President Nixon indicated his support of strengthening the predominantly black colleges and committed himself to provide two million dollars for a TACTICS program to provide consultant services to predominantly black colleges and to expand the flow of funds to black institutions. He included these requests in his budget and, in fact, Title III received the highest relative increase of any program in the Office of Education. The Title III budget increased from 30 million dollars three years ago to 100 million dollars for the current year. In the meantime, with the shift in emphasis to aid to students and away from aid to institutions and aid for special categories, continued aid to black colleges under Title III suddenly appeared to be in jeopardy. First, because of legislation, the percentage going to the Community Colleges was increased to 24 percent. A series of hearings, sometimes stormy, held throughout the nation on the use of Title III's increased budget evoked strong support for Title III and possibly prevented its complete fragmentation. In any event, Title III was split into two programs, a Basic Program and an Advanced Institutional Development Program. Preliminary findings are that the Advanced Program would lead to a draining off of significant amounts of funds from the predominantly black colleges. More important, the rumor was that the Basic Program would within a few years be phased out altogether. Immediately, indirect cost, which provided essential funds to black colleges for overhead, was barred from the new Advanced Program and threatened in the Basic Program. The net effect of these actions was an emasculation of Title III for the black colleges. The National Association for Equal Opportunity for Higher Education held an emergency meeting, sought and received an audience with President Nixon who recommitted himself to providing financial assistance to the black colleges.

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[5] Cf., Fisher, Miles, IV, "Student Financial Assistance to Black Colleges, Fall, 1973," (Unpublished) Washington: National Association for Equal Opportunity in Higher Education.

[6] The Carnegie Commission on Higher Education, Higher Education: Who Pays? Who Benefits? Who Should Pay?, (New York: McGraw Hill Book Co., 1973), p. 125

11. The Shift in HEW's Position of Racial Identifiability

Ten states have been directed by the Office of Civil Rights of HEW to develop desegregation plans for higher education. The issue is complex; however, a significant shift in the position of the Office of Civil Rights is that in the past there was insistence that

> all vestiges of racial identifiability be removed from institutions within the states. A preliminary statement of five principles by Peter Holmes, Director of the Office of Civil Rights dramatizes the shift. The principles are as follows; 1) The plans should be comprehensive statewide plans and not individual institutional plans; 2) Blacks and representatives of Blacks and black institutions should have a significant voice in developing the plans; 3) Higher education and desegregation in higher education are completely different from secondary education; free choice is well established in higher education and the government should not force placement of students; 4) Desegregation of higher education must not disproportionately burden blacks or minority colleges; black colleges should not be downgraded or closed; the desegregation burden must be borne by predominantly white institutions; The problem is a state-wide problem not a black problem; 5) desegregation does not mean that black institutions must lose their racial identifiability, rather they should be strengthened through resources and programs so that they will be considered quality institutions that will attract students of all races.

The foregoing illustrate some specific changes and trends that affect predominantly black colleges primarily; however, these institutions are also affected by changes that have affected institutions of higher education in general.

There was, for example, a great influx of veterans into institutions of higher education on the GI Bill of Rights after World War II. There was the unprecedented expansion of campuses during the 1960's. Black and white campuses were jolted by campus unrest, at times tragic in the 1960's. Then, quite precipitiously, enrollment projections shifted from a sharply positive to a downward sloping curve. Changes in life styles have left numerous dormitory spaces vacant, with bonded indebtedness still to be met. The style of living of students remaining on campus has changed shockingly.

External controls on all campuses have tightened, and demands for accountability have increased. The 1970's began with a frightening increase in crime on campuses throughout the nation. The campuses responded by tightening security and brightening lights, but immediately came another precipitious change. Before the security force could complete brightening the lights, the maintenance crew was dimming them, this time in response to the energy crises.

This current crisis, being likened to the depression of the 30's or World War II, is likely to have a major impact on the very structure of colleges. Relatively minor adjustments, such as setting themostats at 68 degrees are already creating major repercussions on campuses. Nonetheless, these are insignificant compared to the adjustments yet to be made. Since the military forces, hospitals, prisons, and others have a higher priority on fuel than colleges, a severe winter and a serious short-fall on fuel would necessarily affect the length of the academic year. A shortage of gasoline will necessarily affect attendance, enrollment, and future matriculation of commuting students. Throughout the nation, colleges are already engaging in contingency planning to face this latest crisis.

These changes and trends on predominantly black colleges, and colleges in general, are only case studies; they are illustrative. Barring catastrophy, these crises will pass away but will be supplanted by new ones. If they are not, on every campus there is at least one person who sees a crisis even in the best of fortune. Also, there are those who, so enamored of crises, will create one where none otherwise exists.

What is needed even more than the specific solutions to the current crises is a mechanism for dealing with change, particularly unexpected and sudden changes.

In brief, there is need for implementation of a program of change or at least crisis management. It would include the following features:

a. There should be a clear appreciation of the nature of the phenomenon of change, at least among the leadership of the various constituencies of the college.
b. There should be a long-range planning attuned to perceived trends; however, there should be further understanding, expectation and anticipation that sudden and dramatic changes would affect the implementation of the long-range plans.
c. The structure of the college would include representation from the major constituencies of the college affected by change. This structure should include channels so that information can flow freely among all groups so that persons responsible for broad areas will have a broad overview of the entire institution, but

most important, so that the shock of sudden change will not fragment a rigid and inflexible structure but rather will be diffused and absorbed by the entire institution. To develop a change management mechanism obviously requires the constant interaction of persons from within the college with those from without. It requires a continual cross fertilization of ideas of those within. The ultimate effect will be a college with strengthened shock absorbers; with cushioned chassis. There will be a sturdier vehicle that can resist the disequilibrating impact of sudden changes, one that can more smoothly move toward the accomplishments of its long range goals. In brief, institutions can avail themselves of the opportunities of change.

Discussion

Question: In electronic devices, we have such things as automatic volume control and in television, we have automatic gain controls. We have some kind of automatic feedback that tries to keep the output constant in some manner. It looks like in the colleges that we are not going to be able to keep this thing at a status quo. We are not looking for an optimum output. It looks like we are looking for some kind of expansion. In this type of feedback that you were talking about, or mechanism to control or cope with change, do you see it as a status quo – an equilibrium thing for the output – or just what do you actually see as an output?

Dr. Myers: I do not think that we can control these now. We have to provide within the whole institution a certain flexibility and specific reception mechamisms so that we can absorb whatever the normal changes are that are going to come forth. These are the kinds of changes that are going to be very important. I have used a statistical approach on it and arrived at something that is just phenomenal. I would say, even though there is variation, on the average I have detected that there are about 36 new problems that come to my desk every day. I am amazed by the varying intensities. Some are relatively minor. Of course, I deal with them in many different ways, and I have probably failed, in my estimation. I really mean this. I have not evolved a satisfactory method. We are still searching for a workable scheme. I do not think we can go outside and try to dictate the problems that are going to come, and I think if you try to shut them off, it is going to become even more serious. So I think, that on the basis of the excellent example that you have given, we can perhaps build into our internal mechanism something to control the volume of issues, not the number. They are going to come in, but it can be like the physician. A person may come in with something that is very serious or something that is very dramatic, and he will say, "Oh, I have seen so many of this. Ho hum, here is another one." We in turn can get an internal mechanism so that if it is a great problem or a little problem, we can just process it and pass it through some structure.

Question: What I am interested in is what happens to the output? Well, in FM – frequency modulation– we do not allow the output to vary in amplitude, but we allow it to change internally. Now will the output of our colleges change radically as far as the amplitude – the type of person that we are putting out, or will this aspect sort of stay status quo and the changes will only be internal ones?

Dr. Myers: That is interesting. I do not really think that we can artifically change the output of our students from our colleges. I dare say that I can go to some of the dances on our campus where my eardrums will burst because of the high decibels of the music. You could put that on the receiver and put out something that is quiet. But I am saying that it seems to me that our output from our institutions will have to respond to the inputs from outside, and we cannot manipulate concerns in this way. The mechanisms have to be passive – a conduit. In brief, I do not see that. I think given the fact that you have come up with an analogy might help us in the search for a mechanism that I have confessed we are groping for at our institution.

Question: I would like to ask two questions. One is methaphysical and the other is physical. The first part is: Julian Huxley developed the same things that you developed, but he said that we are in the infancy stage of the psycho-social stage. If that is true, are we at the end of the rope? For instance, the energy crisis – we do not know what to do with that situation. If we are at the infancy stage, we are yet to see a great deal more change in our time and in our posterity. This is one question. What do you think of it?

The second one is physical. Getting to the classroom dynamics, do you think predominantly black schools are practicing a good deal as to what is going on nationally, because some schools seem to think that we should develop our own techniques and our own methods. There are a number of things going on, like the university without walls and the Great Scholar approach, freshman seminars and common study seminars. Do you think that predominantly black colleges have something to gain?

Dr. Myers: Let me respond to those. I would say with respect to the first, I am flattered that you asked my opinion, and I really feel very humble about this, because I believe that in order to get a valid opinion, I have to go back and read Huxley. I have to go back and do an enormous amount of reading, research literature, and come up with a thesis. However, to the extent that I have an opinion, I am thoroughly convinced that we are at the beginning, and certainly, there is just so much that we can do in the future. As a matter of fact, being an optimist also, I would argue that there are really going to be difficult times with dramatic shifts in many aspects of our lives. Although we are going to have these shifts, I think it will step up our drive to find new energy resources, and new ways of doing things. What I am trying to say is that I think we are going to have a drastically different and better way of doing things because of this. I think that out of it will come something that is tremendously good. That is my non-technical, layman's reaction to the present situation.

With respect to the second part of your question about whether we should do something ourself differently, all of us, black colleges and white colleges, should be sharing ideas to face real social problems. Although I know I am supposed to be espousing the black college cause, and I do, and I think we do want to maintain the heritage, I was rather pleased when I was in Chicago and Jesse Jackson got up before a large group and said that we just have to keep our colleges black. I, in my feeble way, was the only one to get up in this large audience and say, "Look, although it is a good thing for our students to go to black colleges, we should also point out that there are even greater opportunities at many of the white colleges." Later, a number of people came up to me and we discussed it. I am saying that I am pleased by the trend for white colleges to be sharing what is an American problem – how to develop our youngsters. What intrigues me also is that as the colleges throughout the country begin to use or try to use some of the techniques that we have developed, the students are coming back to us. What we are doing in our colleges also represent the same kinds of problems that all institutions are having. I think it gives more legitimacy to what we are doing. For example, I talked to the president of the University of Denver. He is a person who was the president of the Encyclopedia Britannica Educational Division, with television and electronic devices and so forth. He was on the President's Commission on Educational Technology. He went out to the University of Denver – which as you know is the Harvard of the West – with all kinds of ideas about what could be done with technology. I talked to him at great length about how this programmatic approach was a complete flop over there. There was resistance from his faculty, and all other kinds of problems. Now given the fact that I have encountered these problems with my own faculty, I have said that it comforts me that the institution is trying a similar thing, and he had far more espertise. I said that it was a good thing that the president did not have a very glamorous lady that he was supporting, because he would have been lost. In any event, I am trying to say that there are problems that we encounter as we compare notes with white institutions that are trying to do the same things, and it comforts us to know that some of the things that we are doing really help to solve a social problem.

Question: I think your remarks were extremely exhilerating, and I surely enjoyed it. I also have the impression that we are facing a crisis, and if we are to survive we need certain changes. I am not sure if you have had an opportunity to read Dr. Nwagbaraocha's article. He says that in the past, our students were reared in a competitive, individualistic culture, and then he insists that if we are to survive, we have to develop new educational systems where there will be more community reaction. Before you came, we heard of what Texas Southern University was doing in the community. If we are to survive under these various pressures that we are looking at in the future, what are your futuristic views regarding education for egalitarian movements or community concerns?

Dr. Myers: Well, it is possible that I am brainwashed by all the speeches I hear when I go to various places. I think it is my own commitment that we are going to accept and adjust to these very drastic changes. I am very happy over the egalitarian approach to education. Fortunately, my people are here now. They know that I have said to them that we have to find, because of the knowledge explosion and changes in life styles, new vehicles for getting through to people. The dropout problem that I have alluded to is a very serious concern, because it appears that students go out, then return later. We have to therefore accept this whole concept of life-long learning which means that we have to get new ways to actually go into the community and deliver innovative systems.

I also see at the present time that we do have this 50 minute class hour, and although students only get 15% of the time of these classes, it is clear that it is impossible, utterly impossible, to get the material over to them, so we have to have a new approach in which to use that time wisely. We must be able to shift the responsibility on them to go out and get their own learning. In order to do that, we need a whole network of back-up systems. Indeed, our experience is that if we simply have independent license, the very bright and motivated students go forward. The students that need special help do not go into the mainstream, and there is a further gap between the good and the poor students.

I think that we have to change the entire system. I have argued that we have to change the entire system so that certain elements of the open university or independent study or the use of technology can be accomplished. As a practicing person on campus, I see the utter impossibility of the president bucking the entire conservative structure to do that. Therefore, the strategy that I used was that I said, "Look, I am going to take a small part," I will take 10% of the faculty, who might have the inclination anyway, and then use that faculty group to try to get a separate entity — an evening program, for example, implemented. My hope was that over a period of a decade or so, this would become the tail that would wag the horse.

In any event, I have found that even then, it is a difficult task to do because of the rather conservative nature of the institution.

I guess what I have said in this long and involved way is that we have to get out into the community more. We have to respond to these changes that are going on. Yet, because of the internal resistance on all campuses, it is difficult to do. But again, this is what I mean by opportunity in change. You do not have to bother about it. Just sit back, and I assure you that problems will come. As a matter of fact, when our Board of Trustees had its meeting the other day, we talked about this matter of not causing our students to lose the entire year. Somebody said, "I wonder if we can use tapes?" In other words, in a crisis, they are coming forth to suggest the kinds of things that we are talking about.

Question: You were partly responding to the question I will ask in your last comments. I would still like to ask it from a somewhat different point of view. One of the metaphors you used in terms of coping with change was the metaphor of the shock absorber. I somewhat got the impression that the posture was rather defensive and reactive, and that you saw the college as essentially being in a situation where they were constantly buffered by different kinds of changes in society, and being quick on their toes, so to speak, react. Well, I raise the question of whether or not colleges, faced with a society of this type, may not take more initiative to affect our society?

Dr. Myers: Now remember, in giving you an entire package of material from the Negro Almanac on changes that we expect in employment opportunities, manpower need areas and the like, I think that I was trying to say that in our long-range plans, we have to see to it that we are doing something which is attuned to the broader trends in the society, and I do not think we should be completely defensive. I think, for example, we see that because of the pill, abortion, and changes in life styles, the number of children going into public schools would be reduced. I just do not think that we should sit back and have large numbers of students going into teacher education and do nothing about it. Our long-range plans must include measures to deal with this issue. Yet, we have to recognize that because of the past history of the lack of knowledge, students will be electing majors in this field. So I say that we have to be positive. My philosophy is that we must accentuate the positive, go forth and actively do something to be certain that we are attuned to the trends that are upon us. However, I have also said, and I assume that throughout this entire workshop on cooperative academic planning, that we must deal with the concerns in a rational manner rather than becoming alarmed. During the energy crisis, I had a staff meeting at which people said to do something about it. I said that we should set-up a committee and get the opinion of a large number of people on what we are going to do. In spite of that, my office received calls from all of these people about the heat. They began to turn on electric heaters, and so we had to have the maintenance staff go out and pick up the electric heaters.

I am saying that in addition to the long-range plans, we have to expect that certain external forces will increasingly impinge upon us. There are going to be changes, and therefore we have to have the

While I have the floor here, let me just make this observation. The business of recruiting is extremely important, as we all know, but we have not developed in many of our campuses the sophistication that is needed in drawing people there. Most of you know that. But I have a daughter who was won over by a simple little booklet, put out by McAllister in St. Paul, on the blacks at McAllister. I have not seen a booklet in many of our schools that has a directory with pictures of blacks on the campus, and this is what is really turning people on. You cannot get most black colleges to spend a dime on trying to get a black booklet showing kids with their afros and the medallions. This is where it is; and this is what they are after and this is what turns kids on. This business of recruiting and trying to sell an academic program is fine, but trying to get to the "nitty-gritty" of what turns the students on, I do not think we have really gotten very far in that area. This is something we need to develop.

Mrs. Coleman: I think things have been summarized well. Some of the things that we have tried to stress were related to the emerging issues in higher education. We talked about life-time learning, continuing and recurrent education, of getting new groups to the college, and doing something about keeping those groups. We talked about shifting the emphasis from the pre-planning to the service. We talked about enhancing the non-traditional approach, not only through recruitment but through instruction as well.

We stressed the intelligent and wide-spread use of educational technology; creation of the agencies for easy access to information—that was the meat of the exchange between Dr. Woods and Jim; developing new tools for evaluation and accountability; and collaboration and cooperation among the collegiate community and other educational institutions.

I think these are the things around which we based this panel discussion.

"Prove it." I think that we should take stock and actually do that in terms of saying what it is we do well. I think we should benefit considerably from the mistakes that we have made in the past.

Dr. Potts: We have many colleges, no matter where they are, that still operate in a vacuum in the sense that they feel that the academic diet that they have prepared is really what every student needs. And as we well know, the dynamics of our age certainly change from year to year. The business of black colleges, it seems to me, serves as an opportunity for them to take advantage of the organizations in their particular areas to provide the educational requirements or provide the educational diet that the people need.

A survey could be sent out to the ministers, ministerial alliances, the Greek-letter organizations, the Kiwanians, and the various service organizations asking: "If we are here to serve you, what can we do to serve you best?" This is how we found out, for instance, that we had all these white teachers around who were teaching black kids for the first time and who know nothing about the "black experience." So we got a little mini course together for them. We have other courses that we are running, six or seven or eight-week courses. People are not necessarily interested in credit. We give a little certificate for it. The nice little things you could do for the community include finding out what it is they want. You have heard of TSU providing workshops for cashiers. There are things you have not thought of that the community really needs. You can ask the graduates: "Now, what can we do on this campus as a form of continuing education that would help you?" To the Kiwanians, you may ask: "What can we do?" Well, they will come up with ideas that you can provide teams of persons with expertise in your area to help them and it is a business—let me get that—to the black experience and to the black colleges. You have it right on your campus, people who know the music; they know business. They know business and they know how this is done from the black theme. They can feed this into a white community and it would be a serviceable sort of thing to have these people come to your campus for the first time. This happened to us. Here we have been 97 years an organization. We had a group of whites for the first time ever on campus. We had a continuing concern area that they wanted. I think if you did this on your own campus—and it worked for us—you will find that you can bring folks to the campus where you can be of service to them.

anything to say or to offer about the uniqueness of your program, you do not have a product. You may have a product but you do not have the market for it.

Mr. Welch: I think that is a very interesting point. Everybody cannot just offer continuing education as a main thrust, especially with the proliferation of community and junior colleges and technical schools cropping up all over the country. I will use for an example of an institution in your state that is facing that problem. In Raleigh, it is not only a small private college, but there is another black private college there and it not very far from Durham, where you have North Carolina Central. They are examining the area of paramedical programs. They were given funds from NIH to study the feasibility of moving into that as the main thrust and emphasis for the institution.

I think the thing that has permeated most of the questions gets right back to the goals and objectives of the institution being examined. The characteristics of the institution should be looked at and evaluated in the light of what the institution decides it wants to do and then actually developing, designing and implementing a program with a thrust that would benefit the institution and provide the service to the clientele that the institution aims itself.

I am just going to expand on three phases that have cropped up in education since 1965. One is Management Information Systems. The other is PPBS, Program Planning and Budgeting, and more recently, in the past three years, you have the term—Management by Objective. All three of these areas are related and it is hard to say where one starts and the other stops. It is the chicken or the egg kind of question.

I think the basic underlying reason in the developing of all three of these and applying them to education has a lot to do with the basic challenge that we mentioned at the start of this discussion and that is the challenge of the institution to look at itself and to collect, collate, and analyze information on itself in an effort to sharpen the judgment in the decision-making process of which direction it wants to go.

The new thrust you have heard so much about in terms of this particular administration is the federal austerity programs and these kinds of things being applied to programs. I think it is really playing into the hands of the historically black colleges from what I can see. I have heard the statement that no institutions outside of black colleges have done so much with so little for so many and I think that this new approach or thrust is merely restating that another way by saying, and decide what to do within our total faculty and our budget. But it is a beautiful thing to walk on our college campus and see 75 people sitting in a Spanish class on a Sunday afternoon from 2 p.m. to 6:30 p.m. because of a need to become bilingual in a state that is bilingual.

Delco has a program up there at Huston-Tillotson. They were going into the community and found that there was a need on the part of white teachers who were teaching black students for the first time and vice versa to become advised of subcultures. So they are offering a continuing education program of that kind.

So I would suggest that there are two ways to approach this development. There are courses you can give for academic credit; there are some that you do not have to do for academic credit. Our state evidently has the credit tag attached to it. You have a course description and you give it a title and assign it to the school that can best do the job.

Mrs. Coleman: May I ask you a question, also. Did you have to redefine your mission somewhat at Texas Southern?

Comment: We have done that. We have redefined our mission. We went to the legislature and convinced them that as an urban university that sits in the middle of a large population of people and in spite of the fact that there are seven other universities in the City of Houston, we felt that we have something to offer that none of these other institutions were addressing themselves to. Our charter has been changed to designate Texas Southern as an urban university—a special university for urban programs. So we are taking off on a whole different bend than our sister institutions, Rice University and Saint Thomas.

I do want to mention incidentally that contrary to what bothers most people, our problem is we are getting too many students.

Question: My question is I have heard quite a bit about continuing education in large state universities. In Charlotte we have the Central Piedmont Community College which offers a multiplicity of activities for all levels of people which we, as a small private institution at Johnson C. Smith, could not possibly entertain since it would be a duplication of what is taking place there. So, we find that our major problem now is to create programs, as you go out to recruit, that would be unique as opposed to other institutions. This is our problem in recruiting. You have to send your recruiters out and if they do not have

As we grow, I suppose there will have to be a more formal structure to insure that input and communication grow. Our size does not dictate that we have a formal structure.

Let me give you another example of that kind of thing. In my own particular work—development of academic programs in colleges, it occurred to me that we need to do an assessment of what has happened since 1967. That depends on a lot of sources because the people who are in the academic areas are out on the campuses. We asked: "What has really been the impact of the death of Martin Luther King and the influence of that death upon the curricula as offered to black institutions?" We talked that over with Cal and Joel, and we concurred that the question is not out of state yet. But it is something that is going to get done so that institutions will try to really get a handle on what has been the changes made in the curriculum within a predominantly black institution as a result of Martin Luther King's death and more black awareness in the institutions.

Let me say that the informal structure is working because there are products that are coming up through that informal process in terms of programmatic activities. This same kind of openness exists inside the organization for those persons who are unhappy or do not like a certain kind of posture that has been taken. Almost anybody can walk in the door because it is not a very deep structure to walk in. We have an informal way to deal with all these kinds of things. We are trying to keep people happy, too.

Mr. Welch: We will take two more questions.

Comment: This is not a question, it is a comment. I am from Texas Southern but a very interesting question was asked. When you look at the nature of restructuring higher education, particularly post-secondary education and continuing education, you have to look at your mission, your goals, and define what it is what you want to do.

We, at Texas Southern, take a curriculum and define it in its broadest sense to all the services of the community. So while we do have a formal academic program, we also do everything from assisting veterans to qualify in the GED test, to running improvement programs for cashiers in stores. This has come out of our need. When we initially got into this, we sent out a survey to the Greater Houston community inquiring if a weekend college and its courses or services were made available to you, would you be interested in participating? We got about a 75 percent response with broad requests. We had to come back

The next level would be where the program associates are. Resources are there in the office, so we do not have a hierarchy of personnel in the organization.

There are really two ways in which we get involved in programs. One way is that a college or a group of people who have a problem come to us and say, "We want you to help us out with that particular problem." If this is in keeping with the kind of things that we do, we will work out some kind of arrangement to do that for them.

In terms of ideas that we originate inside of the organization, there is a drawing upon each other which is not extensive. For instance, we are now trying to develop a proposal in allied health where we have used the information that comes out of Jim's shop in terms of the population. We look at that data in terms of determining if there is a distinct need for such a program.

That is in keeping with the concept of the things we are going to do because that is helping to explain the academic program and academic offerings of other predominately black institutions which we are very much interested in.

We are very informal because of the size of ISE. We do not have to go through bureaucratic tape. Because we are a young organization, we have some people saying that we should try to define ourselves better because we do various kinds of programs. One is in elementary and secondary schools and the other consists of higher education programs which go beyond the boundaries of the predominantly black institutions. We also contact the departments that are teaching black students in white universities across the nation.

What we essentially did was to ask everybody on the staff to write their perspective of what kind of organization we ought to be and to include the kind of programs that we ought to get involved in. That is a continuing problem because we have carried that to our board of directors in order to gain input all the way up the line. In addition, we have formal kinds of meetings. The large academic programs meet after the individual components meet by themselves. We subsequently have a meeting where everybody is present and we talk about educational issues. There is input in those formal staff meetings from the components. Because of the smallness of the group—there are about 25 people sitting around the table—there is a good excuse for exchange.

In our office, we try to involve the people who are employed on the secretarial staff. I only have two categories. For instance, one of the secretaries was on Capitol Hill today listening to Eunice Edwards as she testified in behalf of financial aid officers all over the country. When we get a new idea, we like to try it out. We inquire: "How does this sound to you? Does it appeal to you? Does it sound like it might be changed or it should be change?" We tell admissions and financial aid people who have been talking about a lack of status on their campus—I have to fall back on the Bible again, "By their works shall you know them" or something of that nature. If they become more effective and more efficient, they begin to find out how important their work is to the total institution. They also begin to realize how much the institution depends upon the effective production from their office and how much commitment is needed. When this develops, you begin to see a better kind of performance. As they are involved in decision making, they have to think about their own responsibility. It is not enough just to be invited to policy meetings if you do not have anything to offer. They must develop their own efficiency, their own commitment, and have something very definite to offer. This must come from our own preparation.

Dr. Humphries: You will have to excuse my voice. I have been talking a lot lately. But I will try to answer your questions from a point of view of a program of activity in terms of how each member of the staff of ISE and its various component parts determine the kinds of things that we get involved in as a program. That is aside from the kinds of things that you deal with in terms of organizational pattern and how it treats its people inside the organization. But the delivery of a program and how do you arrive at what that program is as you move into the future is the way I understand the question that you asked.

You have to understand from the beginning that ISE is not a very complex organization. We are still very small and as a result of being very small, we can still be fairly informal in terms that we do not have a large, bureaucratic structure to go through. It is a fairly open-door kind of operation. In terms of the people having some kind of ideas, I am the vice president of the Institute for Services to Education and Elias Blake is the president. Right below that we have Roosevelt Calbert who is the Director of CAP and Jim Welch is the MIS director.

programs are operated in terms of meeting concerns that are delineated by the colleges. Other information flows up to and into a regularly scheduled meeting where we look across the lines of all service programs and institutional requirements in order to coordinate an effort. If four programs are requested by one campus, these individual requests are streamlined to the extent that only the president of the college can request TACTICS for these programs and those requests have to go to the coordinating office. Sometimes the request go directly to the components but the components have the responsibility for sending them to the coordinating office.

The coordinating office then looks cooperatively at all these requests with the program director and the people in the components. Once that is developed, TACTICS approaches a single institution in terms of solving some of those problems. Unfortunately, some of the requests are from individuals on the campuses that have either personal axes to grind or have problems associated with moving the offices along. These kinds of things had to be worked out prior to the start of the TACTIC's operation on a new campus. This kind of construct was not very obvious. There is a huge coordination problem.

I am going to let Mary address the other area. Then, I would like Fred Humphries, who was very instrumental in the developmental stages of TACTICS, to respond to your question.

Mrs. Coleman: I may have gotten a different interpretation, therefore, I am going to give you a different answer. I will address some of the things we do in our own shop and some of the things we try to do with admissions offices to eliminate the problem which the young man spoke of.

I come from a very small town, but a very exciting little town, Reidsville, North Carolina. In that town, I think I learned more about human nature and about people than anywhere I have ever been. There was a little boy that I knew quite well who was a neighborhood friend. When he went to school the first day, I saw him that evening and I said, "How did you like it?" He said, "I am not going anymore." I said, "You are not even going tomorrow?" He said, "No." I said, "Why?" He said, "They ain't doing nothing but counting, and I already know how to count." So I figured then that the important thing was to know what they are about—the purpose; why are they engaged in something? So I will take my operation out of TACTICS and into our own office.

prerogatives of status. When you try to involve students, faculty, community, and staff members, you frequently run into problems there. Rather than have you remark about some colleges you have seen, could you tell us how you utilize the input from the lower staff members in someone else's shop to help you determine your own policy at ISE? Of course, if you are talking about cooperative academic planning, that must happen in your institution. Since there are a number of different shops in ISE and TACTICS, how do you utilize the lower status people? How do you facilitate them getting inputs from their shop into your policy other than staff meetings?

Mr. Welch: TACTICS is a series of programmatic areas. The college presidents needed technical assistance and they identified seven programmatic areas which could serve these needs. In identifying these seven programmatic areas, they identified four educational organizations whom they felt could develop and operate these programs which could in turn assist in implementing the seven programs in the colleges. These four agencies were the Institute for Services to Education, The Moton Memorial Institute, the United Board for College Development here in Atlanta, and the Phelps-Stokes Fund in New York. Each of these four agencies was given certain programs. ISE, because of its involvement with the colleges in certain areas, was given the responsibilities for the development of the Management Information System program and the Cooperative Academic Planning Program. Moton was given the Moton Consortium of Admissions and Financial Aid and the College Service Bureau function. United Board for College Development was given the Educational Technology component and the Academic Administration component. Phelps-Stokes evolved the Management Development Consoritum program. That is just the basic structure. Information flows up and down and across.

We have some unique problems associated with this kind of structure. Companies, like institutions, have priorities for what they want to do including the range of services they will provide for the colleges. How a company balances its overall objectives with the three other companies is, I think, uniquely handled in the TACTIC's structure.

You have a policy board which consists of college presidents. Ideas flow from the programs to the TACTICS coordinating office via regular monthly reports. These reports contain information on the way the

Comment: The first part of the question I asked was concerned about whether or not the models are compatible. It is the same reason that you need standards when you are trying to compare scores. If the models are compatible from school to school, then they can make some type of comparison; if not, then they cannot make a comparison.

Mr. Welch: The only thing I can give as an example that WICHE has done in terms of standardizing sections of data that you collect from institutions is in what they call the course areas. I am trying to recall the correct name.

Comment: Well, they have done it in almost all areas.

Mr. Welch: Not in all areas. They have not completely developed it. They are working on what they call "Small College Demonstration Models to Black Colleges." Fisk and North Carolina A & T are trying to hold down to the most useful definitions for cross-classifications of information and they are trying to publish and standardize this, hopefully. One thing that has obviously been standardized, which is a result of WICHE's involvement in this, has been the classification of courses and facilities. I think those are the two main areas. When we say classification, we mean what courses come under the academic areas of humanities, what courses come under the academic area of mathematics, etc. If you look at the many different courses across the bulletin in our schools listed under mathematics, you will find some that your institution does not offer.

Our effort to standardize this is going to list the kinds of courses under the appropriate headings and will facilitate communication across institutional lines so that you will know that you are talking about the same array of majors in a particular field or in a particular area as other colleges and universities. Those are two areas which they have finalized and that I think are being adopted both at the federal and many of the state levels. They are trying to deal with the basic differences between larger universities and small colleges by approaching both of those from the point of view of larger institutions and smaller institutions. The successes of those have to do with what will come out of the small college demonstration model and what will come out of the larger ones developed for schools like Berkeley, the University of California system and state universities in Washington and Colorado.

Question: One of the issues that you raised concerned how we develop cooperative academic planning. Having been a part of this in several institutions, one of the problems is status and the various laboratory and tutorial sessions in the evening, what is the equivalent of that to the load of the teacher? We are, of course, familiar with the time and effort spent but how do you compartmentalize that or put a dollar figure on that in terms of talking about the load of the faculty and the costs per student-contact hours, the cost per teacher credit hours, and these kinds of things?

MIS basically collects institutional data. They collect those broader or general pieces of information that would give characteristics of the students. For instance, you may find how many full-time professors an institution has, associate professors, instructors, lecturers and this kind of thing. What is the ethnic distribution of these persons at these various ranks? These are general kinds of questions that are usually or normally associated with what they term in Washington as "policy research." In other words, you can make generalizations by looking at that kind of information about an institution's characteristics upon which policy could be made about the institution.

Now, when you get into more specific areas, this is where groups like WICHE and NCHEMS and PLANTRAN give an institution a more detailed picture of itself. The services of these groups include the translation of faculty loads into new programs, emphasis on the campus, intensification of admissions programs, and changing the thrust of the educational programs. Institutions may want to know "What does it mean if I do this? What effect will it have? For example, if we offered black studies on the campus and added this as a requirement to an English literature major, what courses would we have to drop? Would we have to reduce the number of sections that we teach in English to accommodate any program like this?" These kinds of programs are done by these groups on a special basis. Sometimes they can get federal funds to provide assistance to the colleges and it may cost you an arm and a leg to try to get it. Hopefully, you can get access to the basic documentation, and this is MIS, in the process of trying to develop some of the models that I mentioned this morning. We can distribute the basic guidelines of how to handle and use this approach in looking at the characteristics of the institutions' faculty, the staff, and the facilities.

If you plan to incorporate a new educational program or if you are going to centralize your campus, we do not have access to all points of view. We would like to be exposed adequately. This is why I mentioned some of these other groups.

began to integrate. They started off with night courses to people in the community who wanted to get a degree or who wanted to take refresher courses. This was done at one particular university. They kept setting it up by starting at 8 p.m., then at 6 p.m., and 5 p.m., and 3 p.m., and the first thing you know, it was in the morning. So they began to have white students on a black campus. Other colleges, and this may have been the thing which brought the turn around in the composition, began to offer courses which people needed in nearby industries. That was a state university. There were people who needed some scientific courses and they began to go to West Virginia State to take these courses. I have the feeling that you might not want to go quite that far, but at least you can begin to offer what the people need in the community.

I was in an area last week and we talked about how to utilize the Savannah River Project by offering courses which engineers and would-be engineers would want to take in order to get promotions, keep their jobs, or to be employed. Once you get the community involved, you can move on to a complete program.

Question: I would like to direct an inquiry to Mr. Welch. I would like to know if the data that he is collecting is compatible with WICHE and NCHEMS and I would like to know whether or not the schools actually use the data he sends them in some type of a prediction model where they set up an induced course or an induced work-load major.

Mr. Welch: Let me give you a definition of those terms, WICHE and NCHEMS. WICHE is Western Interstate Commission on Higher Education and NCHEMS is the National Center for Higher Education Management Systems.

These groups are attempting to measure or provide models for measuring the effectiveness for allocating educational resources to the goals and the objectives of institutions. For example, a question may be raised, "What is the average load or workload of your faculty?" Now, that implies the availability of certain kinds of information in terms of the institution. Are you on a semester basis or a quarter basis? Let us start with the rudimentary questions. If you are on the quarter basis, how many semester hours would a faculty person take or teach? What is the full time equivalent? You are now getting into a little more detail. What is the equivalent of the kinds of tutoring that a faculty person may be engaged in terms of contact hours in the classroom? For example, if a teacher is only teaching two courses a week but has a not have to come to the main campus to take advantage of continuing education. There are local instructors. There are places where people in the region or in the cities can carry on the kinds of programs which they want. This would be two examples that of which I think people are doing some very interesting things in two different kinds of communities, one in an urban setting and one in a rural setting. There are many others which perhaps Jim and Dr. Potts could talk about.

Mr. Welch: Associated with that question is the setting of priorities in the decision-making process at the institution of just exactly what it wants to do in terms of its goals and objectives.

Relating to the first question that was surfaced, the black college community did not have to compete for its students a number of years ago. It does now. Scholarships are one reason and the availability of funds is another. The Federal Compliance and Civil Rights legislation makes this a very competitive area. As one young lady said the other night, "There are not enough of us to go around." So, we have to either support the institutions as we are accustomed to or our institutions have to plan for new areas in order to attract new students. If this is not done, some institutions of higher education may go out of business.

In terms of the guidelines of continuing education, I think those suggestions that Mary mentioned would be very good. Texas Southern is doing an excellent job. Florida A & M is also initiating some things. I do not know at what stage they are in the development at the present time. But you could certainly check with the president's office or the assistant to the president's office to determine at what level they are now.

Dr. Potts: May I make a brief comment about that? I just want to make a brief comment about your particular question. You know the part where I was talking about certain target areas. I did not go into detail, but I did talk about community-oriented programs. One of the most important areas under that is the whole matter of continuing education and community services. TACTICS has seen a great need for this and has included a special phase in the new proposal that deals with community programs, one of the most important of which is this whole matter of continuing education.

Mrs. Coleman: I might add that if you do not want to get started with a full-fledged program in continuing education, many people have started by just adding those areas in their regular curriculum. That was the way in which many started their compliance. This is the way they restrictions that accompany the scholarship because the financial aid officer is going to have to make a report to the donor; and if he is no longer involved in that particular field, it may be that the scholarship from that source is lost to the student. The financial aid officer is also committed if he admitted the student and awarded him aid on the basis of his credentials and so forth. He is still committed to provide the same amount of aid if it were based on need.

I was at one school not too long ago in which the president wanted to provide more scholarships and insisted that more of the funds be given directly to the students. This means that there will be less given to the college. If you want an academic student body, then the financial aid people, college scholarship service, and the other people who work in need analysis must feel very persistent upon need as the only factor for awarding aid. But if we want to continue to compete or try to compete, we are going to have to give more serious concern to academic scholarships.

Question: I am from Cheyney State College. I guess this question goes to Mrs. Coleman although I think the other two might like to comment. Most of us come from colleges that are very traditional in curricular offerings. We at Cheyney are beginning to investigate how we can set up the continuing education and adult education as programs which will include non-traditional kinds of students. So, I have a two-part question. First, is there any help you can give us in the way of quidelines that we ought to keep in mind in setting up such a program? Second, should such a program in a black college be any different from what the white colleges are offering in continuing education and adult education?

Mrs. Coleman: I am going to cite two places where you can get some good help. I cannot give you too many examples. But I am entirely fascinated with what happened in Texas. At Texas Southern—perhaps Dr. Sawyer mentioned this—they have what they call the "weekend college", and it is possible for one to complete his education by going to school on weekends. The enrollment has zoomed tremendously. I think of what this will do for the urban community in Houston. Now, you may way, "This is well enough for Houston," but I happen to know where Cheyney is located also. Bowie State is another college which might profit from what is being done and also at Prairie View. I do not know whether there is anyone here from Prairie View, but they have set up many campuses all over the place where one does offering, provided that they stay within the realm of choices to the students.

Question: Mrs. Coleman, how do you work with this problem? Many of our academic programs are changing and we have scholarships which are somewhat constant. For instance, at my institution, the Southern Baptist Association of California offered scholsrships to young women that tend to be missionary oriented or in religious education. Religion is just about dying at my institution. I may have one or two people applying each year. Yet, I have all this money that could be used for other students. However, the Association specifies and puts restrictions on the money that I have only been able to use once out of about five or six years. I think that such an organization should become aware of the change in programs, the institution, or the desire of young people and consequently make their scholarship funds more open.

Mrs. Coleman: I would like to say something about your opening statement as far as southern Baptist women are concerned. If the college and the Baptist women are willing to lose some of their prejudices and traditions–this may be heresy that I am saying--this might be a big thing in colleges. Students are often "hung-up" on religion these days, much more so than in my day–I will not say yours–but if you can approach it from the angle which they seem to be seeking, I think you have something there. Maybe this is something we could think about.

I think that for a black college, it is one way you could begin to become integrated. You might have some other problems, but you would have an integrated student body if you think about the things in which students themselves are beginning to show interest.

Comment This is basically the same answer stated a little differently. My contention is that scholarships like the National Defense Loans and others restrict academic mobility within the institution itself. Considerations should be given to scholarships that do not restrict academic choices that students have, such as a student who is given a science scholarship and all of a sudden switches to liberal arts. If he is maintaining a certain grade-point average, why should he not be allowed to switch if he has earned this type of curriculum? And I think this has to go hand in hand with proper counseling and proper advising.

Mrs. Coleman: I hate to keep answering all the questions, but I want to say something about the scholarship. It depends upon the evaluating freshman transcripts or applicant transcripts, sending out catalogues and so forth, they are beginning to participate more on policy committees—that is, helping to change the policy.

I talked earlier about requirements. If all of the colleges with whom you are competing are no longer requiring the health blank or the doctor's certificate, that may be one reason why you are not getting as many applications. Some colleges, and I was just talking to some people earlier, are no longer requiring a transcript, believe it or not. If you call yourself an open-door college, what would you want with a transcript to admit the student? If there is anybody from Kentucky, they know that the University of Kentucky does not require the transcript because all they need to know is that you are a graduate from an accredited high school, and, in most state institutions, this is about the status of it. For some private schools, you are admitted if you are walking and breathing. Now, it does not mean that they do not ever get the transcript, but one must wonder to what extent it is completely evaluated for admissions to the college. If you think about that, you will see that there may be more logic in this than we thought. Many people are even considering doing away with their application blanks. They certainly have done away with about 15 or 20 pages. So now, all a student has to do is call up and say, "I want to go to your college. I am graduating in June"; and somebody says, "Okay." This is actually happening in many institutions. I am not saying that this is the best procedure, but this kind of practice does make it more difficult for the registrar if he has to make some decisions as to placement. More and more, we are beginning to evaluate life experiences rather than just a transcript. A person may be actually on a sophomore level because of the nature of the work he has done or the kind of experiences he has had. Why should a student be placed in Math 101 if he can already do all those things that you do in Math 101? Who says he has to take English 101 if he has already written two or three books or published other literary articles? This is actually happening in the real world.

I hope we will get to the point in the discussion where we can talk about the complete integration in colleges as far as ages and ethnic composition are concerned. Older people are coming and younger people are coming, so we will have to make certain proper adjustments. The admission's officer is the one who can help find the kind of clientele that you would need for the kinds of courses that you are of Collegiate Registrars and Admissions Officers, publishes several guidelines. During December, we will sponsor a workshop for registrars in which we will talk specifically about the responsibilities of the registrars. Up to this time, we have been dealing with the functions of admissions officers. We run into one common problem—many people wear two hats and they have difficulty in distinguishing one job from the other. One of the objectives of our program is to separate these two offices. They complained that they had too much to do and they did not have enough time to do it; they were overworked. You may guess who the first people were that resented it when the change started coming about—those same people. The registrar in most institutions, due to these old traditions, carried with it more stature than the admissions office because they dealt with the vice president. The admissions people only dealt with the freshman, so they were therefore way down on the totem pole We have had, therefore, some difficulty in some institutions but a great deal of success in others in getting them to separate these two functions, especially now that enrollment and recruitment are so crucial.

The basic function of the admissions office is to recruit and enroll students for the institution. They are expected to do this within the keeping of the philosophy of the college, the objectives and the kind of institution that it is and expects to be. If you are trying to be a different institution now from what you were 20 years ago, it is up to the admissions office to help get the kind of people in its operation that will maintain the kind of institution that you envision. You sometimes find the students changing while the catalogue remains the same.

The registrar's function has been so intertwined and involved with admissions that it is very difficult for the registrar, himself or herself, to separate the functions. Those who have been involved from the beginning in this particular function, find themselves more involved with scheduling, getting out transcripts with credits and so forth. They are also dealing with the students after they are enrolled and making sure that they are progressing towards the accomplishment necessary for graduation. They make sure that all teachers do not get 8 O'clock classes or all teachers do not get 5:15 classes or Saturday classes. And while I am on this, I hope we will get to talk a little later on about the importance of changing calendars and schedules for further utilization of classroom facilities. The admissions office is finding its function changing. Instead of just acting in a routine and clerical situation of

This proved to be extremely helpful. We asked her if we could borrow this idea of hers. She granted us permission to do it. We have compiled this and we sent this to all of the 83 colleges. Of course, this was done a year ago.

I asked our administrative assistant for research to look through this and update it for me before I came. This is one of the preparations I made for this meeting. It is interesting to note that there have been very few changes in this offering of the programs. Now, I mention that because there are many more opportunities for the preparation of proposals for helping the disciplines that many of us are not aware of.

Question: When you send this information to the college campus, what office do you send it to?

Dr. Potts: We send it to the president; we send it to the academic deans; we send it to the federal relations officer; and we send it to the development officer.

Question: I have a couple of observations and then a question. Whenever the people for the admissions and business area confront academic people, the first thing they will do is explain to the academic people what they do not do rather than what they do. They tell us that they are not concerned at all with academic areas and they are doing just admissions and business. Your speech was pretty inspiring. I am happy that you are taking that kind of position. But in the case of making administrators want to get away or do as little as possible in terms of information as to how many people and what facilities they should have, I perceive also some kind of vagueness in regards to the responsibilities of officers.

Is there any attempt being made by your particular office to define what the functions of the non-academic officers are?

Is any attempt being made to find out what kind of facilities and manpower those offices would require in order to carry out an effective job in their positions? At least, this will help the so-called decision-making administrators who normally would like to give a minimum number of personnel as little as they could. At the same time, this might provide some kind of expansion of their utilizing their business into academic areas so that they could join hands with the academic people in reaching the goals set for their organization. Are there any guidelines?

Mrs. Coleman: Let us start with the guidelines. There are guidelines. An organization called AACRAO, the American Association services. The second is graduate students. The third is faculty and staff improvement, which, of course, would fall under the third step that I talked about in academic planning, faculty and staff improvement, general and curricula improvement. There is not very much money in facilities improvement so we can skip that one. That is almost a "no-no" right now because about the only thing in that area is interest money that would give you the difference between what it would cost, whatever the interest would be for the private source, and what you ordinarily would get from the federal government.

The sixth category is in-service professional improvement. Seventh is basic research programs. Eighth is community-oriented programs; and ninth, of course, is pre-college students, like Talent Search and Upward Bound.

Those are nine target areas with which you should become familiar so that you can see the broad aspect of federal funding. After that is done, to make it more specific to the academic areas, I would recommend very highly—(and this, too, was sent out to the schools last year)—a paper entitled "Federal Support for Academic Programs." This paper was done by one of the persons who participated in a workshop for the training of federal relations officers—and, incidentally, done by a young lady and was done exceptionally well. What she did was to study all the data that we had sent plus the information that she had in her own library and listed the disciplines and the sources of funds available to the various disciplines. For example, she listed humanities, National Endowment for the Humanities, the arts, history, linguistics, literature, language, modern language, philosophy, social sciences, the sciences—the biological and medical sciences, engineering, environmental sciences, materials researches, mathematical and physical sciences. She also looked at the support of faculty by the National Science Foundation and listed those possibilities.

She examined another aspect of federal funding—support of institutes, workshops, conferences, and summer programs. At the end of this listing, she made a drawing and listed the disciplines straight down this page; and then put an X in the column of the agency to which one might apply or the agency where that would be the most appropriate; i.e., the most appropriate one to which you might send proposals; this would give you some idea of where the money for that particular discipline may be found.

have not been aware of this. We pay a lot of money to hear her sing; but not too many of our colleges have even invited her for a concert.

Mr. Welch: How is proposal preparation related to academic planning?

Dr. Potts: Let me first say that academic planning, as I view it, is just one aspect of a broader planning operation, which we refer to as institutional planning. And I think two steps have to be made before academic planning can begin. The first, of course, is a definition, or if you will, a redefinition, and many colleges have come to that point. They have found that they have to redefine their mission and their goal, you see, because of certain circumstances, which I will not go into now. Your first step should include a complete understanding of your mission and your goal and that there is communication between everybody at the institution.

The second step, of course, is to establish objectives in keeping with that mission and role.

The third step after you have defined the mission and role, and set the objectives, is to plan your program. This is where academic planning comes into the picture.

The proposals should flow from the objectives, the commitments, and the resources of the college; and this automatically, then, makes it a part of the total planning process because it is involved with those three steps. It is involved in step 3 when you are planning your academic program. It is involved in step 4 when you are allocating your resources. Of course, step 5 will give you the complete picture. It is at the evaluation stage that you look at what you have done to see if it is doing what you anticipated it would do and whether it is relating to your objectives. Then, of course, you have to make some adjustments. I would like to mention something else that is related to that and this whole matter of proposal preparations and how it relates to academic planning because that is what we are "all about" . At the very beginning, when you begin to look for funds, it is very wise if you would look at the target areas for federal funding which our office provides.

I am looking here now at a mailing we sent out some time ago which was referred to as "Target Areas for Federal Funding," and we listed nine categories. All of them, of course, have the possibilities of getting funds. The first group includes undergraduate students, then college work-scholarships, cooperative education and placement

I am very disturbed when I learn that Yale has commissioned the Frederick Douglas papers. You may remember the article that Elias Blake did. One of the things he talked about was the Duke Ellington papers and he hoped that these would come to some black college. He said at that time, "I am reluctant to put my thoughts down on paper because I am afraid that some white college that has the money will be able to acquire the Duke Ellington papers." As sure as God made little green apples, a year and a half later, Yale had Duke Ellington's papers. Massachusetts University has brought the "Voice's" papers. All of these things are moving out of the black colleges. I heard Dorothy Porter say that papers had come to Howard in boxes whicn they had not been able to catalogue or anything else.

I would like to say that if we go about recruiting black students or offering scholarships or whatever we can do, we will begin to turn our attention to correcting, collating, or doing something with some of this material. We need to seek out students who have an interest in this kind of thing and advise them to try careers in this area.

Mrs. Coleman: I would like to respond partially to that because this is something that has come up in our workshops often. Students used to tell me when I was teaching that when I had something to say, I would quote the Bible. So I am about to quote the Bible. "A prophet is not without honor except in his own home." I wonder if West Virginia State University or Bennett College or Morehouse invited Duke Ellington to leave his papers. You know, people sometimes respond to requests as they come. Sometimes I have heard people say things that they would like to do but nobody expressed any interest. Of course, I certainly would not wish to believe I have been on a speaking acquaintance with those people. But when it comes to recruitment, an admission officer has to know what he is selling and has to be sure that what he is selling is going to be provided. If he does tell people that this college is going to be a place where you can find such and such a thing, he does not want to have to wade through pounds of papers and through 120 locked doors to find that nobody knows where the key is lost. This is the kind of thing that would happen at some of these colleges. I am not trying to say that this action is right. I am not trying to justify it, but I do believe that some of us are responsible for some of these things that are happening. As an example, I was very upset when I saw Dionne Warwick has given a great many scholarships and many of our colleges expect to perform. Jobs may change; the possibilities may change; but if we are doing what we are expected to do in counseling, we will pay close attention to what the trends are as well as what the student indicates his interests to be.

If you are going to put an innovation into the curriculum—and I would like to make sure that we think about some of the new and exciting things that are being done on campuses—you will need to talk to the admissions officer or at least try to get his cooperation in recruiting students for it. He will need lead time to gear up his recruitment practices, his schedule and get out the brochures that will explain this new program that you are planning to initiate.

One shortcoming that I have seen on some campuses has been the fact that the faculty or the particular member who has this brilliant idea wants to do it all himself. Often, he has to take the students that he wishes to enroll in his program from those who have already been recruited by the admissions office. Let us say that you have a program in which there will be fifteen scholarships available for students who would qualify as far as their academic averages are concerned. An admissions officer could take those fifteen scholarships and parlay it into perhaps 150 new applications; it is almost like offering a prize of an automobile in lottery. If counselors in high schools know that these scholarships are available, they can begin to prod the students to compete for them. A good admissions officer will keep in close contact with every competitor. His follow-up will include his saying toward the end, "We regret to inform you that you did not win this particular one, but I am happy to announce that we do have the same amount available to you in other forms. Dr. John Doe in the science department is very happy to say that the financial assistance you have applied for will be available in his department."

Comment: Since I am from the academic side of the college, I would like to feel that we could work some kind of closer relationship between admissions and academics in black colleges. I think that this is something that we ought to be about and I am not sure we are. Colleges and universities, such as Morgan, Atlanta, Howard, that have had people such as Quarrell, Ulysses Lee, Arthur Davis and others, have been about generating knowledge concerning blacks and black studies for a long time—while colleges such as West Virginia have not really done much of this kind of thing.

Our thanks to Drs. Calbert and Nwagbaraocha for inviting us to participate in this conference and to you for being such a receptive audience. Due to the pressure of time, I shall be happy to answer any questions you may have regarding the MIS program.

Discussion

Mr. Welch: In recent publication by the Association of Graduate Boards, there was an article by Howard Bowen, who is the Chancellor at Clairmont College in California; and he made a statement that I will read. "The challenges of the institution is to collect its information and sharpen its judgment in deciding whether the resources it is committing to educational programs are yielding acceptable or unacceptable benefits." Now, the key phrase in that statement, of course, is to collect its information and sharpen its judgment in deciding the resources it is bringing to bear on the educational programs and processes of the college. As it relates to that, I have one basic question that I would like to ask Mary in terms of enrollment. Looking from a purely technical point of view, enrollment forecasting would seem to me to be a very vital and integral part of the long or short-range academic planning process.

Mrs. Coleman: Well, unless you want a situation such as you see on the Flip Wilson Show, "What you see is what you get." I think you should have some close conversations with the admissions officer. As an example, suppose you talked with Dr. Potts and you want someone to produce a proposal on your campus which will deal with "The Negro Spiritual". You have the money; you may even have the faculty; but are you sure that you are going to have students who will be interested in that? Are you sure that you are going to have students who will be available to major in this because we have to also think about career possibilities? If it is a one-shot thing in which you will just simply talk about the spiritual, that will be one thing. If it is going to be something like the fad for black studies for a while, you may run into difficulties in the present and in the future. The applicant can sometimes put on his application card the area in which he is interested. Many schools do not even permit entering students to declare a major. One finds now that even in the secondary schools, most students have just about made up their minds what they want to do, or at least the area in which they accomplishments and problems and theirs. Publication of the first set of findings will be available for distribution around the first of the year. The remaining monographs are scheduled for completion in the early spring.

The above accomplishments delineate generally what MIS efforts have been. The MIS program during its brief existence, however, has spun-off several other program efforts which will become more apparent as higher education focuses more closely on improved information management procedures.

To conclude this portion of the discussion, a thumb nail sketch of some of the program projections of MIS, we feel, should be of general interest to education managers.

MIS Projections

Consistent with the priorities of many of the small colleges participating in TACTICS, MIS in conjunction with private industry and various non-profit educational organization, is exploring and developing joint planning efforts. These efforts seek to place technical personnel, facilities, and institutional programs in a network environment such that a synergism of educational and managerial productivity will be produced to the benefit of the colleges and the general higher education community. As the term network implies, joint programs will be developed and machine capabilities combined either via time-sharing or some other means, to produce products useful to higher education generally, and small colleges especially. Coordination and periodic evaluations of the network's developments will be exposed for general higher education review and comment through the MIS framework. Educational modeling, similar to what is being developed on a much larger scale by WICHE (Western Interstate Commission on Higher Education) and NLHE (National Laboratory for Higher Education) shall be planned. Where the developments of the organizations, such as those previously mentioned, may be modified or applied to the small college's advantage, joint venturing shall be proposed. In general, MIS seeks to provide a format where the institutions may first draw from their own ranks the planners, developers, and implementors and where technical assistance is required, function as an enabling vehicle for the participating institutions.

These institutes have attracted over the past two years over 300 college faculty members and administrators. The primary purpose of the institute was to instruct in the rudiments of the "state of the art" in management information systems developments, tailored to a small college environment. The secondary purpose was to provide institutions at more advanced levels in their management systems development a workshop in which to further expand and clarify individual module ideas for their own uses. The format and general topical presentation for the first institute (Summer, 1972) are available in printed form; the second institute's proceedings, which are in two volumes, will be available around the first of the year.

In-Service meetings which served as follow-ups to the summer institute are held in October and February of each academic year. These sessions provide a forum for those institutions who have launched MIS developmental activities as a result of their summer's experience and desire more dialogue with their counterparts in other institutions. In addition, the sessions provided a setting in which organizations developing various information management procedures directed at the small colleges were asked to demonstrate their developments for the perusal of the in-service participants. It is neither the intention or purpose of MIS to endorse these various developments, but simply to provide exposure of the various information management approaches under development for the small college audience to see first hand whether what is being presented is useful to them.

One of the exciting developments recently established—August, 1973—by MIS is the MIS Research Group. This group was formed to develop educational policy research monographs which focus on the colleges participating in TACTICS and to utilize the MIS data base as their principal information source. In a recent meeting held in Atlanta, the Research Group decided on four research topics to be treated this academic year—1973-74. The four topics are:

—Federal Dollar Support to TACTICS Colleges
—Career Education in TACTICS Colleges
—Student Markets: Where do TACTICS Students come from?
—Impact of Financial Aid on TACTICS Colleges

Small colleges will be interested in the research findings which will evolve because of the similiarity between TACTICS institutional

2. a software system which requires only access to a computer facility via terminal hook-up (i.e. teletype) as opposed to any stand along/batch computer capability; and
3. a basic information management module design from which an institution could fashion a more comprehensive management information system.

The QUERY systems modules were written in ANS (American National Standard) COBOL (Common Business Oriented Language) for the PDP 10 computer. It was documented for the technical person who has the responsibility for operationalizing the system and is being documented for the user who may not have a technical background. Printed distribution of the technical user QUERY manual will be available to program institutions around the first of the year (1974). (Non-TACTICS schools may secure it by writing to ISE in care of its Information Systems Division, 2001 "S" Street, N.W., Washington, D.C. 20009. Delivery of the manuals for non-TACTICS schools is projected for mid-Spring.)

In an effort to bring more consistency to descriptive language used by educators for quantifying educational terms, MIS has recently published the second edition of its Education Data Elements Dictionary (EDED). The general format and content of the EDED define, describe, and provide examples of terms and phases related to post-secondary education. Where terms have more than one definition (i.e. FTE enrollment), the most frequently used definition is defined first and the other definitions, according to their frequency of use, follow.*

Recognizing also that many of the institutions participating in TACTICS were at various stages in their development of an information management structure, MIS sought and secured funds from USOE under the Education Professions Development Act, Part V-E, to sponsor jointly with Tennessee State University (TSU) and the Meharry Medical College, a MIS Training Institute. The second such institute was held in the Summer 1973 on the TSU campus in Nashville, Tennessee.

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*Frequency of use was determined by researching the various surveys and publications of agencies such as the USOE, American Council of Education, Council for the Advancement of Small Colleges, and the American Association of University Professors to name only a few.

FIGURE I

INSTITUTION NAME: XYZ College

STUDENT

DATA ELEMENTS

ELEMENT	YEAR	VALUE	CLSTR AGV	CONSRT AVG
FULL-TIME MALE FRESHMAN ENROLLMENT	1971-72	262.0	291.5	301.7
FULL-TIME FEMALE FRESHMAN ENROLLMENT	1971-72	174.0	266.2	305.9
TOTAL FULL-TIME FRESHMAN ENROLLMENT	1971-72	436.0	557.7	590.1
PART-TIME MALE FRESHMAN ENROLLMENT	1971-72	155.0	21.3	60.8
PART-TIME FEMALE FRESHMAN ENROLLMENT	1971-72	279.0	42.8	65.5
TOTAL PART-TIME FRESHMAN ENROLLMENT	1971-72	434.0	64.2	122.8
FULL-TIME MALE SOPHOMORE ENROLLMENT	1971-72	152.3	148.0	179.5
FULL-TIME FEMALE SOPHOMORE ENROLLMENT	1971-72	118.0	157.6	198.2
TOTAL FULL-TIME SOPHOMORE ENROLLMENT	1972-72	270.0	305.6	366.5
PART-TIME MALE SOPHOMORE ENROLLMENT	1971-72	49.0	9.3	18.4
PART-TIME FEMALE SOPHOMORE ENROLLMENT	1971-72	56.0	11.3	19.8
TOTAL PART-TIME SOPHOMORE ENROLLMENT	1971-72	105.0	20.7	37.1
FULL-TIME MALE JUNIOR ENROLLMENT	1971-72	97.0	124.2	157.2
FULL-TIME FEMALE JUNIOR ENROLLMENT	1971-72	79.0	138.5	170.0
TOTAL FULL-TIME JUNIOR ENROLLMENT	1971-72	176.0	262.7	308.2
PART-TIME MALE JUNIOR ENROLLMENT	1971-72	37.0	6.8	11.5
PART-TIME FEMALE JUNIOR ENROLLMENT	1971-72	43.0	9.0	11.7
TOTAL PART-TIME JUNIOR ENROLLMENT	1971-72	80.0	15.8	24.5
FULL-TIME MALE SENIOR ENROLLMENT	1971-72	120.0	110.3	147.5
FULL-TIME FEMALE SENIOR ENROLLMENT	1971-72	108.0	138.1	177.0
TOTAL FULL-TIME SENIOR ENROLLMENT	1971-72	228.0	248.5	299.6
PART-TIME MALE SENIOR ENROLLMENT	1971-72	140.0	24.8	17.4
PART-TIME FEMALE SENIOR ENROLLMENT	1971-72	101.0	27.2	21.6
TOTAL PART-TIME SENIOR ENROLLMENT	1971-72	241.0	45.1	38.4

Value = actual figure for a particular institution.

Cluster Average = average for institutions having similar—cluster—institutional characteristics, e.g., control, enrollment, degrees offered, square footage of physical facilities, revenues and expenditures.

Concortium Average = average for the entire membership of TACTICS—consortium—which is some one hundred and fourteen (114) historically Black colleges and universities.

tatively comprehensive while also keeping the duplication of HEGIS questions to a minimum. To date, the base contains in excess of 5600 data values for each of 100 of the 114 institutions participating in TACTICS.

To handle this volume of data and to manipulate them to yield statistical reports for the participating institutions demanded some computer systems capability. The development of the QUERY module was MIS' response to this demand.

The QUERY Module

QUERY consisted of a set of interactive computer programs which manipulated the data contained in the MIS data base and generated formatted reports which were utilized by researchers delivering reports to the program institutions. A file maintenance and update capability was also part of the QUERY module. That is, individual variables for any institution may be changed or added to the file, and QUERY would automatically recalculate the values produced in its various report tables. The module also incorporated the capability of clustering institutions according to various program established criteria for comparative purposes—based on an institution's interest. Figure 1 provides an illustration of a QUERY report format.

Other MIS Developments

One may quickly visualize the advantages and disadvantages of such a module. A disadvantage of such a module being developed was that it assumed availability in the college of all of the data in the form required. An advantage on the other hand—depending on ones perspective—was that an institution seeking to modify the QUERY module for its own data management purposes was forced to adopt an internal data collection procedure complimentary to its management reporting process. In summary, the initial advantages of QUERY to a small institution are:

1. the accessibility of frequently requested institutional data for internal and external reporting purposes;[1]

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[1] The author, in a study for Howard University in 1971, identified 126 surveys which typically came to Howard during the 1st semester of the academic year.

The MIS Data Base

There were six basic subdivisions of the MIS data base which included data on:

- –Students (e.g. enrollments by class, major, race, status, etc.)
- –Faculty (e.g. by department, rank, race, salary level, etc.)
- –Finances (e.g. income and expenditure by source)
- –Physical Facilities (e.g. square footage available for study, classroom, special use, administrative, etc.)
- –Degrees (e.g. by courses offered and degrees granted)
- –Libraries (e.g. volumes held, operating cost, etc.)

Each of these categories is currently being expanded to include more comprehensive data in selected areas. For example, on student variables, curricular improvements in the colleges are constantly being made. As a result of these improvements, student performances on various standard and non-standardized tests are affected. The aggregate effect of new curricular approaches on student tests performance would be of considerable interest to the administration and faculty of TACTICS program institutions. For the data base to include such data would enhance, therefore, its value to the institutions it serves. Such an expansion is presently in the design phase.

The data base as it is presently constituted, derives its principle input from two sources: The initial source was the USOE's Higher Education General Information Survey (HEGIS), the secondary input source was a combined institutional survey designed by MIS together with the Office for the Advancement of the Public Negro Colleges and Land Grant Colleges (OAPNC), and the United Negro College Fund (UNCF). The HEGIS document, familiar to most education managers, is a very comprehensive survey instrument through which the Federal government sought to monitor the progress of the nation's higher education community. Those educational managers familiar with HEGIS would also recognize that there were important questions not raised in HEGIS. Questions such as the ethnic distribution of faculties and students and family income ranges of low-income students are not asked by HEGIS. The need to gather such data was the basic rationale for the second combined survey effort of MIS. This combined survey effort solicited data which would make the data base more quanti-

MANAGEMENT INFORMATION SYSTEMS AND ACADEMIC PLANNING

James A. Welch

Good morning ladies and gentlemen: I have been asked by Drs. Calbert and Nwagbaraocha to provide you with an overview of the Management Information Systems program of ISE under its TACTICS program. The relevance of this overview to faculty in higher education should become apparent as the discussion progresses.

The discussion is subdivided into five topical areas. They are entitled: Management Information System Program (MIS); The MIS Data Base; The QUERY Module; other MIS Developments; and MIS Projections.

Management Information System (MIS) Program

The Institute for Services to Education, Inc. (ISE) in 1971 was assigned, through its Information Systems directorate, the task of developing a data base to contain current and historic information on the colleges and universities participating in the TACTICS program. As a key phase in the development of this data base, the MIS program was to document its procedures for the development of the data bank in a fashion that could be generally applied to a small college environment. Through this approach, an institution desirous of improving its information management capabilities could: (1) discern the rudiments of an MIS structure; and (2) develop for itself some informational handling models which—once tested—could be applied to their individual campus. The component carrying out these tasks was entitled the Management Information Systems (MIS) program of TACTICS.

MIS had developed and completed the first phase of an information management module which provides the flexibility to build and manipulate the large data base it has developed on the TACTICS program institutions. The information management module is called QUERY. Before, however, detailing what QUERY does, a discussion of the institutional variables contained in the data base along with its various input sources will be described.

of funds six months later. It takes some cultivation, you know, just like dealing with foundations. Although the cultivation of foundations would take much longer, it should also consider the time and money saved by not attempting to apply for inappropriate or misguided program support. A college could look upon the hiring of a Federal Relations Officer as one of the best investments it can make in the overall financial position of the college. The money invested in salaries, communications and travel may be returned many times over if the right federal-agent liaison officer is made an integral part of the college's program.

possible, he should be a full-time person, although on some campuses, his job may overlap with that of the development officer or another college official. The Federal Relations Officer should be equipped with adequate secretarial assistance, at least a half-time person who would assist him in maintaining his files and library. He requires a long-distance phone and travel budget so that he or his key faculty can visit appropriate agency officials in Washington and in the regional offices.

With the decentralization that is taking place and with revenue sharing being what it is, we are going to have to do more visiting than we have done in the past--on the local level, on the state level, and on the regional level.

The FRO needs an office and a conference room, if possible. Of course, you cannot always get that. It should be as centrally located on campus as possible so that 'drop-in' visits of faculty and administrators are possible. Experience shows that such informal visits are very productive and tend to foster a stronger relationship between the faculty's role and his responsibilities.

The Federal Relations Officer should recognize that his job is similar to sales managing. He has to establish priorities about programs the college pursues and then has to make sure that he devotes his time and resources in getting those programs which will produce the largest amount of federal funds in the appropriate program areas. The college should set reasonable quotas for the number of proposals needed and the total dollars funded each year.

We must recognize that it is faculty members, not individuals and teams, who actually get the funds and that the liaison officer's job is that of finding and motivating interesting, competent faculty on the campus and fostering their interest. He must also help them with whatever they need, whether it is typing; arranging trips to Washington; information on alternative funding sources; training in proposal writing; editorial assistance; review of drafts; or planning assistance. He needs to conceive his job as that of channeling resources and expertise.

A college assesses the value of a particular Federal Relations Officer's job by looking at the increase in total dollars of federal funding applied for and funded at periodic intervals. Now, this is not to say that he is a magician. He cannot come in one month and have a lot expected to keep an up-to-date inventory and record of locations and conditions of equipment purchased through federal programs; and when you make requests for expenditures, he should be able to tell you whether or not they are within the guidelines. He should keep an accurate record of the kinds of contributions that colleges make.

He is also expected to determine the total number and the types of clients served by the various programs. He keeps the budget directors informed of any changes, deletions, and any recommendations that would affect that particular program. He maintains copies of all funded proposals. He writes an annual report on all federal programs. He assists the project directors in correctly using their balances. That is a pretty difficult thing, you know. They get near the end of the budget and say, "Oh, my goodness! I have this amount of money that I have not spent. How am I going to spend it and stay within the letter of the law." And, of course, they are expected to assist with that and to assist the administration and staff in determining the effectiveness of the programs in relation to the institution or the institutional goals.

Now, I will give you a brief description of the Federal Relations Officer. I mention this because we do not say to a college that you cannot participate in this program unless you appoint a Federal Relations Officer. We know that money is tight. We know that to set up the office will require additional money, additional space, and additional clerical help. But what we do say is we hope that you will designate somebody on that campus who will serve in that capacity. If you do not call him a Federal Relations Officer, that is all right; but at least he will be our liaison between the college and our office.

This is briefly what we sent to the presidents as a job description for a Federal Relations Officer. He may wear more than one hat and he may be doing other things, but at least he serves this function.

The Federal Relations Officer should report directly to the president of the college or to the Development Officer. The internal operation of the college is left to the college and we recommend this.

The FRO must be involved. He must be involved in the inner administrative councils of the colleges, and his advice should be sought in allocating the scarce resources of the college to particular fund-raising strategies. In addition, he should have a close, easy relationship with the college business office. This is very important.

The Federal Relations Officer should be released of other duties so that he can afford a least one-half time in obtaining federal funds. If proposals. We want to work on actual proposals. For that reason, we like to have them submitted to use before we come. This allows us an opportunity to read and critique them for you.

Staff members, augmented by special consultants, spend three days in the workshop setting to provide special training in proposal preparation. A set of books, prepared by the staff, is used in this process and every attempt is made to keep the format as flexible as the situation dictates. Special emphasis—and this is very important—is placed on the active participation of the faculty and the staff upon institutional coordination of proposal preparation and this includes matching ideas with funding sources.

Of equal importance is a clear understanding that proposals must flow from the institution's objectives and commitments. Searching haphazardly for programs which do not relate to the mission of the institution is unwise and self-defeating. We next have the periodic follow-up business to provide additional guidance and assistance to the institution as it develops more proficiency in the preparation of the proposal.

The training of a Federal Relations Officer is different. But, there again, we put them into a setting which is designed specifically for their development or their training so that they get a better understanding of their role.

Another valuable service that we render, of course, is the little matter of dissemination of information through these memoranda and the establishment of a federal relations library on each campus. That ideally ought to be in the office of the Federal Relations Officer; but it ought to be available—I know librarians will not like this—in the library. My point is that it ought to be available to everybody who is interested in proposal preparation.

I will not go into this whole matter of significance of achievements because that is rather long, and I would like now to skip over this and go to the duties and responsibilities of the Federal Relations Officer so you can see how you relate to him or how he should relate to you.

The Federal Relations Officer is expected to maintain accurate and up-to-date listings and descriptions of all federal programs. He is expected to keep a file that includes the copies of the award letters and budgets of all federal programs. He is expected to keep informed and up-to-date on the guidelines of the federal programs. He is expected to keep a running account in conjunction with the business office of all the monies for federal programs coming into the institution. He is also agencies in order to keep them informed of the specific and unique needs of our colleges.

To achieve the purpose for which the Bureau was established, the following services are provided: (1) proposal-writing workshops: (2) training workshops for federal-relations officers; (3) campus-visitation-consultant services for special proposals; and (4) research services. We have a young lady who does nothing but match proposals that are submitted with the appropriate agencies. Now, there are some proposals that are sent in that we cannot match because we do not have an agency to refer them. They do not fall into any of the categories.

Another service is the information services. In some colleges, particularly, Federal Relations Officers and Development Officers have told us that this is probably the most valuable of all the services that we render in this program. We have a very aggressive mailing list. For example, those of you who get our mailings will get probably three copies of the same memorandum. I do not know whether you know it or not, but there is a tremendous reorganization taking place in Washington, and we are sending you this whole schematic thing to show you exactly where the people of these services are. We are also sending you a new announcement about the Fund for Improvement of Post-Secondary Education which is in the second go-round. They have already spent the first $10,000,000 and they are already asking for the second. There is another memorandum which will deal with one of the new programs in the National Science Foundation. I am sure that those of you who are in the science field already know about this. There is a new program which takes the place of COSIP-D; The Minority Science Improvement Program. There are federal agency contacts in the matter of publications. We will come to that a little later on. We consider "Black Colleges and Federal Relations" to be one of our most helpful programs.

How are these services delivered? Well, let us take the writing workshops. There are several steps in this process. After the service is requested by an institution and a date is agreed upon, a field coordinator visits the campus to finalize a workshop with key administrative and faculty members designated by the president. An outline of the homework that the institution is expected to do between the business of the coordinator and the workshop is thus provided. In other words, there is a certain amount of homework that the institution must do before we come. A rough draft of the actual proposal is requested for members of the visiting team to read and critique. We do not like to work on dummy

James Welch has been interested in training teams of individuals to collect data and to use that data in doing institutional research and other related activities. Cooperative Academic Planning has been interested in getting deans and heads of departments and divisions to develop more expertise in their respective areas. In other words, we have been choosing on-campus people for specific training in their particular areas.

The emphasis in the next three years is going to be on institutional development. That is not to say that we are going to leave professional development alone. There will always be some need for training individuals to do better the job that they are already engaged in doing, but instead of doing it laterally—where we come in and talk about proposed developments, and Mrs. Coleman comes in and talks about financial aid and admissions, and James comes in and talks about management information and Joel and Roosevelt come in and talk about this whole matter of cooperative academic planning—we will all get together, make our plans as a team to see if we can produce a strong impact on the overall development of the college, rather than doing it piecemeal.

With this rather lengthy introduction, let me say that when we were asked to participate in this program, we were asked to do three things: (1) to provide an overview of the past activities; (2) to give a description of the function of the college administrator with whom you work; and (3) to talk about methods of involving the college personnel in academic planning. Now, of course, the last part is the most important part of all. You might call the first two areas more or less stage setting.

We shall now talk about the overview of what the Moton College Service Bureau has done over the last two and a half years. Originally, the Moton College Service Bureau was jointly supported by state funds and the United Negro College Fund. Some of you, I am sure, are aware of this. It is presently under the sole sponsorship of the Moton Memorial Institute as one of the seven components of TACTICS. Its primary purpose is to provide professional and technical assistance to member institutions in the related areas of proposal stimulation and federal agency advocacy. To be more specific, MCSB's basic objective is to increase the number and improve the quality of proposals that our member institutions submit to Federal agencies. We have 83 member institutions. In addition, the Bureau keeps in close contact with these

FEDERAL AGENCY STIMULATION AND CURRICULUM DEVELOPMENT

John J. Potts

I think that there are at least two new dimensions that we can mention at this time for your information that even this repetition might assist.

The first, of course, is that we hope that you will see the interrelatedness of the components of TACTICS. I think this has been one of our weaknesses over the years; we have operated somewhat competitively rather than cooperatively in the delivery of our services and you have really not been able to see how all of the components relate to each other and relate to you in such a way as to make an impact on your campuses. That, of course, is one of the things that we must emphasize this morning.

I think that this is the first time that four of the seven components of TACTICS have sponsored or have participated in a program designed to show how all of us are involved in academic planning. This interrelatedness is going to be one of the new thrusts of TACTICS as we look forward to the next three years of our operation. As a matter of fact, we are two and a half years old now and in six more months, we hope to have completed the first cycle of three years. We have already submitted a proposal for what we hope will be another three years of operations of a different focus. And that is the second dimension that I want to mention.

This summer, a number of representatives from the General Accounting Office visited some of our college campuses and they asked a lot of searching questions about TACTICS. Unfortunately, they talked to some people that had not been identified with any of the programs. The few people that they interviewed were not too complimentary about our efforts, so we probably had another reason for wanting to talk to you about this interrelatedness. I think that this sort of sets the tone for the future, or at least sets the stage for the future because we are moving now from this three-year emphasis on what we have chosen to call "professional development". This is what we have been doing. The Moton College Service Bureau has been interested in training Federal Relations Officers. Mrs. Coleman's office has been interested in training Admissions and Financial Aid Officers.

3. Non-Traditional Approaches. There will be changes in curricula, in calendars, in methods of instruction, in location of courses, in modification of the patterns of course scheduling—using all hours of the day and all days of the week (The Week-End College at Texas Southern, Evaluation of Life Experiences).
4. Intelligent and Widespread Use of Educational Technology. Jim Welch and Dr. Matthews will talk about other technologies beside the machine one. All of us will need to make intelligent use of educational technology in planning, budgeting, research, evaluation of outcomes and learning how individuals interact with each other.
5. Creation of new agencies for easy access to information. We are looking for better ways of disseminating, collecting and manipulating information. This includes evaluation, student credit, awarding of degrees and assessing student competence. We need to find new alternatives to old grading systems. Registrars, faculty and department heads should review trends and present practices.
6. New tools needed. Evaluation of accountability; comparative studies; unit costs.
7. Collaboration and cooperation among the collegiate community and alternate educational entities. Inter-institutional cooperation will have to increase, involving registrars and admissions officers to a much greater extent. Competition for students will increase and admissions officers will have to adjust to the competitive scene rather than the selective type of admissions which colleges would desire.

How MCAFA expects to involve its members in the efforts of participatory academic planning

We expect to continue to use some of the methods employed since the beginning of the program, methods designed to develop the need to understand and to appreciate the total academic environment. In our workshops, academic deans, department heads, faculty members and students have made excellent contributions and there has been a healthy continuing exchange between these groups. Outstanding articles and other publications have been recommended and some actually purchased and reprinted for distribution in order to enhance the academic experience for our participants. They have been encouraged to prepare the type of reports useful to the faculty, department heads and deans. They have been assisted in these efforts by experienced personnel in the field. Guides, samples and models have been exchanged and adjusted to individual needs. They have been encouraged to do research and follow-up on why students come to their colleges, why they do not come, and why they leave. These results should be of value to a group engaged in planning a meaningful program.

We have taken the cue for our direction for this year and our projections for the coming months from emerging issues in higher education and from the colleges which we serve.

In many of these issues, there is a definite need for close collaboration between MCAFA and CAP as we see the implications for admission, financial aid officers, data systems personnel and institutional researchers as well as deans and faculty members.

Some of the issues which will affect our activities and certainly should influence our joint planning are described by the Commission on Non-Traditional Studies are:

1. Lifetime learning, continuing and recurrent. There will be a new mix of students--moving toward full integration: age, sex, race, religion, economic level, geographic distribution. Admissions officers and faculty will have to provide for ability and achievement groupings. There will need to be more counseling, and more concern for placement.
2. Shift in emphasis from degree granting to service to the learner. This means registrars may have to become more involved in counseling; faculty advisors will have to advise.

decreases in enrollment are causing universities and colleges to be pressured into reexamining the ways in which they are structured and governed. Many colleges are faced with an oversupply of faculty and academic programs. Students are expressing increasing dissatisfaction with a mismatch between education process and their personal needs. Other publics offer sharp criticism of the mismatch between educational programs and market needs. They mention also that faculty members and department heads are developing an increasing awareness and appreciation of the organizational problems and yet they feel threatened by the possibility that major decisions and plans will be made without their involvement. These fears may be unfounded, especially in institutions such as yours where the CAP component is working with you in this very area. Our concern is helping the admissions people particularly to improve their capabilities at their own level in order that they might make a meaningful contribution to the solution of the broad problems of developing educational plans. Their contribution, supported ably by effective financial aid administrators, can perhaps be of most value in the area of data collection. Jim Welch will certainly elaborate on the importance of this, I am sure! I will just state here the areas which you have included in your conceptual framework for academic planning which relate directly to the Office of Admissions.

1. Who are the students that the colleges wish to serve? (I must add, who are the students they are serving or have to serve?)
2. What are the students' characteristics, qualifications and background?
3. What kinds of family, ethnic and economic backgrounds do the students have?
4. What are the students' aspirations and the quality of their secondary education? (Here, I would add—What trends are developing? What changes have occurred in the past 5 years?)

In response to the question, "What faculty must be recruited in relation to the educational objectives?" the Admissions Office can furnish data on what faculty may be needed in relation to the number and quality of students who will be enrolled. Whether or not this number will actually be enrolled is most often determined by the amount of financial aid available from the institution. The student himself will have some funds awarded directly to him from the state, from the Federal government and from the Guaranteed Student Loan.

How does this relate to admissions, financial aid and academic planning? Try to give your own answers to these questions. These are just samples which show relationships between the academic failures, admissions, and economic loss.

1. Are the entrance requirements as stated in the catalog adhered to by the Admissions Office?
2. Is the teaching geared to the student or to the stated objectives of the course?
3. Does the Admissions Office furnish you with appropriate statistics on the entering class? Are they made available to all instructors?
4. Are supportive services available? How much does the recruiter, the High School counselor and the applicant know about these?
5. Do some of the institutional policies need to be re-examined? (regarding probation, dismissal, etc.)
6. Does the Financial Aid Officer have the academic record of each financial aid applicant available to him?
7. Who offers scholarships and other awards in the field?

The author of the book, "Why College Students Fail," lists ten common causes that destroy individual progress in college:

1. Lack of potential.
2. Inadequate concept of work.
3. Importance of other activities.
4. Interference from psychological problems.
5. Failure to assume responsibilities.
6. Inhibition of language function.
7. Lack of standards of quality.
8. Inappropriate major.
9. Vagueness about long-term goals.
10. Selection of the wrong colleges.

It is more than mere coincidence that your conference is being held at practically the same time that the Moton Consortium is in the midst of structuring a workshop on long-range planning as it relates to admissions and financial aid. It is necessary for all of us to combine our resources as we look for new directions to save our colleges. In an article in Higher Education, May 1973, Drs. Bolton and Boyer discuss "Organizational Development for Academic Departments." They mention the fact rising costs in education, limitations in funds, and

When an admissions officer knows what he is selling and he believes in what he is selling, he can do a more effective job; when the financial aid officer prepares a package for the support and maintenance of a student, he needs to know something of the value to be received and they both expect what they are offering to be provided. Some of the by-products which can develop from long-range planning will be in:

Institutional Data: A hard look at the relevance and effectiveness of academic programs and a blue print for the attainment of institutional goals in practical terms.

Planning New Majors and New Facilities: Does anyone tell the Admissions Officer what this means in terms of numbers of students and perhaps new criteria for Admissions? Does he know in time to gear his recruitment efforts for a new thrust?; to prepare brochures for a new market? When new facilities are planned, do you confer with your Admissions Officer or study his reports to analyze trends in enrollment—more women? fewer men? more married students? veterans? commuters?

Course Requirements and Institutional Policies: Presidents complain and the fiscal office agonizes over the high attrition rate. Does your research show how much attrition is caused by academic failure? Each year over 380,000 students* are dismissed from colleges for this reason, resulting in frustration for the parents, for the students, and for the institution from which they failed. This is a tremendous waste of manpower and financial investment. **One study reports that an average of 40 students per year are dismissed for academic reasons. New student costs per year, including recruitment as well as tuition, room, board, and other fees may well represent anywhere between two and three thousand dollars. When multiplied by 40, we could say that the college flunked out over $100,000 dollars.

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*"Why College Students Fail," Robert Pitcher and Babette Blaushild, reviewed in The Journal of Higher Education, May, 1972

**Admission: A Key to Financial Stability," Binning, Dennis

IMPLICATIONS OF ADMISSIONS AND FINANCIAL AID POLICIES TO ACADEMIC PLANNING

Mary Coleman

In the past year the theme for our activities was "New Directions and New Dimensions." It seemed appropriate to continue with this theme throughout the present year. Our vocabulary and our concepts are being extended with such terms as "The Open Door College", "Open Universities", "College Without Walls", "Increasing The Options", etc and we are becoming more acutely aware of the proliferation of community colleges, technical institutes, proprietary schools and other opportunities for post secondary training and education. This means that we cannot proceed to do the same traditional things in some traditional manner.

All American colleges and universities are seeking formulae for survival or expansion in competition with each other. One common formula for survival is the retention of some measure of a monopoly over an original function: e.g., training agricultural agents, training teachers, ministers and veterinarians. Black colleges certainly enjoyed a complete monopoly on the education of Negroes. Some of our institutions became known for special products—good elementary teachers, good musicians, excellent chemists, etc. But we cannot continue to dream of ideal institutions with the ideal students. Our problem now is to plan to develop in real situations combinations of functions and the kinds of students who will achieve in order to help us create a new image.

Admissions officers and recruiters try to market the colleges and products which you produce by extolling certain unique qualities. Yet, if pressed for examples, they cannot come up with anything that is not done by dozens of other institutions. The catalogs sound alike and even expensive brochures are beginning to look more and more as though they are mass produced. In fact, one of the activities planned for a coming workshop is to provide the participants with descriptions from many catalogs and try to see how many will recognize their own. The long-range planning process includes many by-products which hopefully will help to remedy this situation and will assist the institution in improving its uniqueness.

PANEL DISCUSSION ON PARTICIPATORY ACADEMIC PLANNING

One of the ideas that the panel discussants attempted to establish was that communication is imperative for organizations. Without it, social organizations cannot function properly. Like all social institutions, colleges and universities need to keep their right hand knowledgeable about the left hand. This, of course, requires systematic means of collecting, organizing, and sharing information. To be more specific, in higher education the enterprise of academic planning and curriculum development has been the monopoly of the faculty. Only in very rare cases and at minimal levels are nonacademic administrators involved. Today in the academia, people are taking a second look at involving several persons within the university structure in academic planning.

If an aim of academic planning is to formulate institution-wide philosophy, general goals, and instructional objectives, then it is imperative that nonacademic administrators be involved. Such collaborative effort is desirable inasmuch as there are faculty and other personnel who share in the development of policies which affect the academic program structure of an institution. Moreover, participatory planning maximizes the contributions of all who express interest and possess specialized areas of expertise.

There are three basic objectives of this panel discussion. The first is to share the services and activities of three programs: (The Management Information System; The Moton College Service Bureau; and The Moton Consortium on Admissions and Financial Aid). The second is to highlight implications of three nonacademic administrative efforts to problems of academic planning; and the third is to emphasize the need for collaborative academic planning among college and university administrators, faculty, and students.

PART II

PANEL DISCUSSION ON PARTICIPATORY ACADEMIC PLANNING

mechanisms that can prevent the breaking up of an institution that consists of rigid departmental units. As a matter of fact, I have seen this. We do have crises – relatively minor crises. People come with tears in their eyes; there is emotion, and that exacerbates the other matters. I think that we have to be positive, look forward in our long-range planning to go in a certain direction, and then keep in contact with the external forces; go to meetings; talk to people; get all of the literature; and then be sensitive to the changes. When the changes are subsequently made, we must be able to absorb and adapt and more or less stay on course instead of cracking up because of the extraordinary forces that are going to be increasingly facing us.